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Publication offices: U. S. Office of Education, Federal Security Agency, Washington, D. C.

Federal Security Administrator,
PAUL V. McNUTT

U. S. Commissioner of Education,
JOHN W. STUDEBAKER

Assistant Commissioner,
BESS GCODYKOONTZ

Assistant Commissioner for Vocational Education, J. C. WRIGHT

Assistant to the Commissioner,
C. F. KLINEFELTER

Editor in Chief, OLGA A. JONES

SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." **SCHOOL LIFE** serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

JANUARY 1941

Number 4

Dictatorship vs. Democracy

Helping both youth and adults to understand the destructive revolutionary forces at work in the world today . . . strengthening convictions concerning the principles of a democratic society and the determination to defend them—are tasks of education now.¹

A few voices have recently been raised deploring what is termed the apathy and cynicism of American youth. Mistakenly some critics have charged that today's youth are soft in physical and moral fiber, disillusioned as to democracy, without patriotic zeal, lacking in courage. Such charges are palpably false.

But many young people are confused and uncertain. That is hardly surprising. So are multitudes of their elders. One need not impugn youth's loyalty or courage on that account. It is possible to be resolved to defend democracy and yet be subject to sincere doubts and misgivings as to how that can best be done.

Has, then, education no responsibility in helping youth and adults to understand the revolutionary forces at work in the world today? Of course it has. Have educators no responsibility to help from confusion to bring clear conviction and from superficial knowledge to develop genuine understanding? Of course they have. But how?

Certainly not by the methods of the dictators—not by the repression of honest questioning, not by the stifling of freedom of discussion, not by the abridgment of academic freedom.

How Can This Be Done

Teachers are obligated to give both youth and adults a clear picture of the forces in conflict today and an understanding of the principles involved. This can be done. How?

First, by helping young people and adults to understand and appreciate what democracy really means. From tyranny and oppression to democracy and freedom is a long hard road. As a people we may not have

come all the way upon this road; but we have come a great distance. We must reemphasize the genuine achievements of our democracy; help youth to appreciate America and its freedoms. Against the back drop of ancient tyranny, resurgent again in Europe and Asia, we must show what America has built and what democracy may yet achieve.

Second, in contrast we must reveal the broken promises and the terrorism of modern dictators. We must condemn their enslavement of small freedom-loving peoples. We must make clear the designs for world conquest by violence. Opposed to the reactionary principle of dictatorship, with its doctrines of hate and force, we must show democracy to be the relatively new and revolutionary principle which it is—a principle which as time goes in the span of history has hardly yet been tried even in America and against which dictatorship is a counter-revolutionary principle as old as man's inhumanity to man.

An Orderly Method

For democracy is truly revolutionary in its proclamation of the intrinsic final worth of the human person. Paradoxically, democracy is also a revolution to end all revolutions. It provides an orderly method of peaceful and continuous change. It relies on education as the means by which men may be made fit to govern themselves. It sets up safeguards for personal freedom. It opens the door of opportunity for all men, however lowly, so that they may share in the good life.

Democracy vs. dictatorship! Education must bring into bold relief these antithetical principles. Only through understanding the principles at stake and the alternative can free men be rallied to defend the values which they cherish for themselves and for all mankind. This is the inspiring task of education—NOW!

John H. Studdaker
U. S. Commissioner of Education.

¹ From the October 1940 SCHOOL LIFE editorial.

Foreign Student Credentials

by James F. Abel, Chief, Comparative Education Division

★★★ Forty-one different languages and fifty-three countries are represented in an exhibition of foreign student credentials which was held during November in the Fine Arts Gallery of the new Department of the Interior building in Washington. They are partial indications of an unusual service rendered by the United States Office of Education to colleges and universities, State departments of education, and State boards of various kinds. That service is termed "the evaluation of foreign student credentials."

A bit of history will help to explain it. In March 1919 an examiner in the State department of public instruction of Illinois wrote to the Office to ask if graduation from certain schools in the Province of Ontario, Canada, could be considered equivalent to the completion of a good 4-year high-school course in the United States. A month later two like requests came from the University of Virginia about a school in China and a high school in Puerto Rico. The Office replied as best it could. Calls for this kind of help gradually increased in number through the succeeding years, and in 1929-30 a total of 575 "cases," as they are termed, were handled. Since then increases have been fairly steady and rapid:

Year	Number of cases
1930-31	590
1931-32	819
1932-33	626
1933-34	504
1934-35	597
1935-36	585
1936-37	670
1937-38	910
1938-39	1,040
1939-40	1,161

The present outlook is that 1940-41 will surpass the record for 1939-40. Counting from March 1, 1919, the Office recorded a few days ago Case No. 10,000.

In the actual handling of cases, the student who has had all or part of his

education in some foreign country presents any certificates, diplomas, or degrees that may have been granted him abroad to the college or university in which he wishes to study in the United States. The college authorities send those documents to the Office of Education for translation into English if that is necessary—and usually it is—and an opinion as to where the student would best begin his studies here. The Office translates them, scans the student's record carefully, looks up the laws and regulations governing the issuance of such documents in the country from which they came, and returns the papers with translations and an opinion in terms of their worth in education in the United States, to the official asking for it.

Taking care of 900 to 1,100 such requests yearly may not at first glance seem to be much work, but it must be remembered that people come to this country from all over the world, that there are many school systems, many types of education, and some millions of schools, and that to give good judgments on the different cases calls for knowledge of all the school systems, most of the types of education, and a wide acquaintance with individual schools. Add to that the difficulties of translating a large number of other languages into English and one can see that evaluating credentials is not an easy task. Some cases have as many as half a dozen or more credentials to be considered. Fifty-seven different papers came with one case, but that is, we hope, an all-time record.

Collection of 400

Some years ago the Office began making photostat copies of many, but by no means all, of the foreign credentials that came to it. It now has a collection of some 400 such copies that, as far as can be ascertained, is the only one of its kind in the world.

About 320 of these copies form the present exhibition. Among them are certificates of instruction on all levels from primary to postgraduate university studies. Bachelor's, master's, and doctor's degrees from a number of countries are shown. Several teacher's certificates are included. One is an appointment to a permanent teaching position in Vienna, Austria. Diplomas of graduation from secondary schools, such as the maturity certificate common to Germany, Austria, Hungary, and the Slavonic-language countries; the bachelor diploma from Spain and Latin America; the baccalaureate of secondary education from France; and the certificate of having passed the student examination in Sweden, are in the collection. Of special interest as a bit of artistic printing in an unusual language, is a diploma in pharmacy from Siam.

Unusual Circumstances

Of course, the story back of each of these credentials is interesting, and in many instances is strikingly appealing but generally it can only be surmised by those who handle the cases. Comparatively few of the persons to whom the credentials have been issued come to the Office for personal interview. A single example will give some indication of the unusual circumstances in which some of the papers have originated.

A certificate that the holder had completed 2 years of study in the medical faculty of the New Russian University at Odessa came to the Office in 1937. It was dated 1923 and issued by the Russian Academic Group in Turkey, at Constantinople. Naturally the Office inquired about that Russian Academic Group and the authority it had to give out such certificates. From the inquiry it developed that during the revolution large numbers of Russians hurried across the border into Turkey and many of them in their flight lost or left



Top left: Degree of doctor of law from the University of Vienna, Austria.

Top right: Certificate of having passed the first examination as candidate engineer, University of Liège, Belgium.

Center left: Certificate from the evening school of accountancy and commerce, Cairo, Egypt.

Center right: Diploma of graduation from the University of the Republic at Peiping, China.

Bottom: Degree of doctor of universal law, from the Royal Hungarian Franz Joseph University of Budapest, Hungary.

behind all their personal papers including those that were evidences of education. To correct this situation as far as possible, an Academic Group was formed in Constantinople and any Russian refugee who was without his credentials could appear before a committee of the group, testify as to his education, submit to questioning, and if the committee was satisfied that his statements were correct, a certificate of the person's education was issued in the name of the group. The Office accepted the certificate as being adequate documentary proof of the holder's educational status.

A similar group was formed in Prague, Czechoslovakia. In this present war such organizations may again be necessary. Frequently now the Office is asked to give an opinion on the statement of some refugee student who finds it impossible to obtain any official certificates from the schools he attended abroad. Its policy is to help as far as it can those who, through no fault of their own, do not have the credentials to which they are entitled.



Fine Arts Gallery Exhibitions 1940-41

The public is cordially invited to see the exhibitions of art work that are booked for the Fine Arts Gallery on the seventh floor of the South Interior Building, Washington, D. C. The building is located at Nineteenth and C Streets NW., and the gallery is open daily during Government hours only. Exhibitions are sponsored by the United States Office of Education.

Through January

Oil Paintings. College students in departments of fine arts in a score of colleges and universities display their talents on canvas.

Through February

Black and White Show. A series of pictures in black and white media, done by college students.

Through April

Water Colors. Various types of water colors by college students and students in endowed art schools.

Suggestions for Securing Teaching Positions

by Benjamin W. Frazier, Senior Specialist in Teacher Training

★★★ First among the problems faced by teachers who are searching for positions is how to secure information concerning teaching vacancies which they are qualified to fill. The placement bureaus and agencies hereafter indicated which provide such information function with varying degrees of effectiveness. No attempt is made to evaluate their services. Inexperienced teachers often utilize a number of them when seeking positions.

Prospective teachers will do well to take into account certain changes that appear to be affecting demands for teachers. For example, poorly educated teachers are in less demand as the amount of education required for employment increases. The amount of college work attained by typical city elementary school teachers now averages about $3\frac{1}{2}$ years; by city high-school teachers, $4\frac{1}{2}$ years; and by rural school teachers, between 2 and 3 years. Nine States now require a minimum of 4 years for certificating elementary teachers, and at least 14 will require 4 years by the close of 1942.

The number of teaching vacancies in elementary schools available for poorly prepared teachers is decreasing as the number of pupils decreases and as teacher tenure lengthens. There has been a loss of more than $1\frac{1}{2}$ million in the school population in the last 6 years; and the average amount of teaching experience of teachers in city schools has now reached a high point of 14 years.

Prospective teachers with no strong preferences as to majors may profit by noting placement rates in different fields (table 1). For several years placement rates on the average have been higher on elementary school levels than on secondary academic levels; and they have been higher for special and

vocational teachers than for teachers of academic subjects. Minor variations in the percentages have little if any significance.

Applications For Teaching Positions

APPLICATIONS for teaching positions in school systems should be addressed to the superintendents of schools; in independently organized schools, to the principals; and in colleges, to the presidents or deans.

The addresses of most of these officers are given in the U. S. Office of Education Educational Directory. The Directory is published annually, and is in 4 parts: Part I, State and County School Officers; part II, City School Officers; part III, Colleges and Universities; part IV, Educational Associations and Directories. Order from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. The price of each part is usually 10 cents, except part II, which is usually 5 cents.

Teacher-Placement Agencies

The United States Office of Education does not conduct a placement service. Certain agencies which do so are listed below.

College placement bureaus.—Most institutions of higher education conduct placement services. Former students should address the institutions which they have attended.

State departments of education.—These sometimes maintain placement bureaus to assist teachers desiring positions. Often such services are confined to teachers within the State, but not always. Sometimes informal placement services are rendered by State departments maintaining no formally organized placement services.

The following States maintain placement bureaus or services. Address the State Teacher-Placement Bureau, De-

partment of Education at the State capital of: Alabama, Florida, Idaho, Maine, Maryland, Massachusetts, Minnesota, New Hampshire, Oklahoma, Pennsylvania, Vermont, and Wyoming.

The following States, among others, conduct informal or incidental placement services: Louisiana, Mississippi, and Texas.

State education associations.—The State education associations of the following States maintain placement services for teachers: California, Michigan, Montana, North Carolina, and South Carolina.

State employment services.—Eleven States maintain teacher-placement services as extensions of the regular public employment service. The number of States having such services is increasing rapidly. Services are free to applicants and employers. Address the Teacher-Placement Division, State Employment Service, at the State capital of the following States: Colorado, Georgia, Indiana, Iowa, Kansas, Kentucky, Nebraska, North Dakota, South Dakota, Utah, and Wisconsin.

Private teachers agencies.—A complete list of the member agencies of the National Association of Teachers' Agencies may be secured upon request of the secretary of the association, H. S. Armstrong, 533 Genesee Valley Trust Building, Rochester, N. Y. Many private teachers' agencies advertise in educational periodicals. Registration fees and commissions are charged.

National Catholic Welfare Conference.—Placement services are provided applicants for positions as faculty members in Roman Catholic universities and colleges by the Teachers Registration Section, Department of Education, National Catholic Welfare Conference, 1312 Massachusetts Avenue NW., Washington, D. C. A registration fee and a small commission are charged for placement services.

Miscellaneous Sources of Information

Notices of changes of positions, resignations, deaths, etc., of prominent schoolmen may be found in newspapers and educational periodicals.

Individuals who travel widely and make contacts with a number of schools

during the year are sometimes informed concerning teaching vacancies; for example, State department of education supervisors; textbook salesmen; and others.

Information concerning vacancies may often be obtained at the meetings of county, State, regional, national and other organizations of teachers, supervisors, and school administrators. Association members and others at these meetings constantly exchange information concerning present or prospective vacancies.

Teaching Positions in Schools of Territories, Outlying Possessions and Indian Service

For information concerning teaching appointments or positions in the following places, address the official or office listed:

Puerto Rico: Commissioner of Education, San Juan.

Hawaii: Superintendent of Public Instruction, Honolulu.

Virgin Islands: Governor of the Virgin Islands, St. Thomas.

Alaska:

Schools for natives: Commissioner of Indian Affairs, Washington, D. C.

Public schools: Appointments made by Governor of Alaska; but address Commissioner of Education for Alaska, Juneau.

Philippines: Vacancies now filled by Filipinos. Secure further information from Director of Education, Manila.

Canal Zone:

Isthmus of Panama: Panama Canal Office, Washington, D. C.

United States:

Indian Schools: Commissioner of Indian Affairs, Washington, D. C., selects after examination by Civil Service Commission, Washington. Address the Commissioner of Indian Affairs.

Placement in Foreign Countries

Aliens rarely obtain teaching positions in foreign public-school systems. Applications are usually made to the office of the Minister of Public Instruction at the National Capital; or if there is no such office, to the main educational office of the State or province. An applicant must know the language of the country, and must secure an official credential of fitness. Positions in private schools or colleges in foreign countries are secured through the church or other organizations in charge. There are relatively few open-

ings. Information concerning the exchange of students, teachers, and faculty members may be secured from the Institute of International Education, 2 West Forty-fifth Street, New York City. The Pan American Union, Washington, D. C., is informed concerning teaching opportunities in Latin America. A directory of the chief educational offices of foreign countries may be secured from the United States Office of Education.

Subjects in Which Most Vacancies Occur

Table 1 indicates the percentages of college graduates in 129 institutions

TABLE 1.—Percentage distribution by major fields or curricula, of 16,311 graduates of 1938-39, placed in full-time teaching positions before December 31, 1939, by 129 universities, colleges, and normal schools, and comparable data for 1936-38¹

Major field or curriculum	Percent placed			
	1939	1938	1937	1936
1	2	3	4	5
Pre-Secondary School—4-Year Curricula				
Nursery school.....	2 50	78	85	6
Kindergarten.....	80	88	94	95
Primary.....	91	92	90	91
Intermediate grades.....	87	3 0	3 0	3 0
Upper elementary grades.....	90	81	91	80
Grades 1-6.....	68	0	0	0
Grades 1-8.....	88	0	0	0
Elementary curriculum.....	77	0	0	0
All 1-year curriculum.....	92	59	95	80
All 2-year curriculum.....	89	77	88	84
All 3-year curriculum.....	61	81	0	0
All 5-year curriculum.....	2 100	0	0	0
Total.....	87	81	90	82
Secondary Schools and Special Fields				
Agriculture.....	80	82	85	98
Art education.....	71	63	73	67
Biology, botany, zoology.....	45	56	0	0
Chemistry.....	57	51	74	63
Child welfare.....	2 33	89	50	64
Commercial education.....	83	65	90	76
English.....	66	58	76	61
French.....	43	34	59	58
Geography.....	60	35	65	59
German.....	34	36	42	50
History.....	59	51	71	60
Home economics.....	96	86	88	96
Industrial education.....	94	85	92	96
Latin.....	64	51	78	62
Library methods.....	69	98	84	91
Mathematics.....	66	52	77	58
Natural science.....	63	0	0	0
Nursing education.....	81	100	85	72
Physical education.....	85	65	78	76
Political science.....	44	0	0	0
Public-school music.....	84	77	85	65
School health work.....	2 63	76	100	90
Sociology.....	55	59	68	72
Social studies.....	55	44	70	58
Spanish.....	43	0	0	0
Speech.....	60	63	76	68
Science.....	57	0	0	0
Journalism.....	2 45	0	0	0
Total.....	72	71	91	80
Grand total.....	78	60	84	69

¹ Taken from Anderson, Earl W., and Richey, Robert W. Report on the sixth annual teacher-placement survey. In proceedings of the National Institutional Teacher-Placement Association, Sixth Annual Conference, 1940, p. 13. (Mrs. Mary Bondurant, secretary, The University of Georgia, Athens.)

² Data were reported in 1939 for less than 12 teachers. Significance is doubtful.

³ Symbol 0 indicates that no cases were reported.

placed in different subjects and fields over a period of years. The table is indicative only; percentages vary among colleges in different parts of the country. Thus placements in elementary schools, and in home economics, industrial education, and agriculture which rank highest in the 129 institutions, may rank lower elsewhere. Prospective teachers should ascertain the placement rates in their own institutions.

Usually placement opportunities are poorest where salaries and living conditions are most favorable; where higher institutions are most numerous; and where the population is most dense. Practically all large cities have an over-supply of teachers. In general, the greatest annual turn-over of teachers is in States where salaries and standards of preparation are lowest.

Methods Used in Making Contacts

Methods used by different employers in making contacts with prospective teachers vary considerably. The following ranking of methods (No. 1 most frequent, etc.) is approximate only.

A. College or university teachers:¹

1. Through acquaintance of department heads.
2. Through institutional placement offices.
3. Appointee an alumnus.
4. Recommendations by other institutions.
5. Through acquaintance with president.
6. Through commercial teachers' agency.
7. Through personal application or interview.
8. "Through a friend."
9. Recommendations by national education organizations.
10. Recommendations by local faculty members.
11. Through acquaintance of deans.
12. Appointee transferred to new positions.
13. Attracted by scholastic ability.

B. High-school teachers:²

1. Placement bureaus of higher institutions.
2. Application by individual teachers.
3. Private teachers' agencies.
4. Visits to other schools or systems.
5. State appointment bureaus.

¹ Umstattd, James J. Supply and demand of college teachers. Minneapolis, Minn., University of Minnesota press, 1933. P. 30-31.

² Deffenbaugh, W. S., and Ziegler, William H. Selection and appointment of teachers. Washington, U. S. Government Printing Office, 1933. P. 34. (Bulletin 1932, No. 17. National survey of secondary education. Monograph, No. 12.)

(Concluded on page 120)

National Preparedness for Health by Schools

by James Frederick Rogers, M. D., Consultant in Health Education

★★★ A bill (H. R. 10606) providing for Federal assistance to schools in the promotion of national preparedness in health and physical fitness, was recently introduced in Congress. As stated in the bill, the primary purpose is "to assist in making adequate provision for health education, physical education, and recreation in schools and school camps."

Federal appropriations under such an act, augmented by special State appropriations for the purpose, would permit the development of more adequate measures in school health work such as are indicated in the following outline:

Health and Physical Fitness for Every Child —A Program for Every School

1. Securing and maintaining a safe and healthful school environment, including:

(a) Periodic surveys of the school plant covering space per child, safety provisions, illumination, ventilation, seating, sanitary toilets, hand-washing facilities, provision for drinking water, housekeeping, etc.

(b) Modification of the school plant to remedy unsatisfactory conditions for health and safety, such as improved lighting and ventilation, changed color of walls, and finish of blackboards, more suitable seats, elimination of dust, and provisions for rest rooms for teachers, shower baths, and playgrounds.

(c) Continuous maintenance of safe and sanitary conditions by trained custodians and informed teachers.

(d) Selection, training, and supervision of custodians.

(e) The hygienic arrangement and management of the school program according to the interests and abilities of the pupils.

(f) The wise assignment of home

study so that it will prove healthful rather than harmful.

2. Adequate provision for the school lunch:

(a) Suggestions for menus to parents, with supplementary provision and hygienic management of the lunch in small schools.

(b) Adequate provision for a school-furnished lunch in larger schools and its educational direction by trained nutritionists.

(c) Nutrition education in the classroom coordinated with provisions and practices of the lunch room.

(d) Provision of nutrition services for special classes.

3. Health services for pupils, teachers, and other employees:

(a) Control of communicable disease in cooperation with public health agencies—

(1) The detection, exclusion and reporting of cases.

(2) Immunization against smallpox and diphtheria.

(3) Instruction in the causes and prevention of such diseases, including venereal disease.

(b) Adequate periodic and other needed examinations of pupils, in all grades, by the family or school physician and dentist, assisted by specialists such as oculists, speech diagnosticians, and psychiatrists when deemed advisable.

(c) Follow-up services by the school nurse, dental hygienist, psychiatric social worker, or other qualified personnel in order to secure treatment of diseases and defects, by interviews with parents, and by arranging for treatment of children of the indigent at public clinics.

(d) Provision of special classes for the anemic and malnourished, for cardiac cases, for the near blind and near deaf, for the speech defective, and for those with tubercular infection.

(e) Where not arranged for by some other agency, the health examination of preschool children with follow-up to secure treatment before school entrance.

(f) Health examination of school employees:

(1) Critical examinations before employment to determine physical fitness.

(2) Periodic examinations (confidential in nature; the results not to be reported to employers except in case of communicable diseases).

(3) Mental hygiene service with provision for a consultation service for the maladjusted.

4. Instruction in health and safety:

(a) Health instruction related to the child's experience and observation, by trained classroom teachers.

(b) Special supervision of health instruction in elementary schools by trained persons.

(c) Instruction of junior and senior high-school students in physiology and in personal and community hygiene by specially trained teachers, and adequate equipment for demonstration.

(d) Special instruction of classes for the handicapped by qualified personnel.

(e) Training, before and in service, of health education teachers and supervisors.

5. Provision for activities intended to develop physical and social fitness:

(a) A program of physical education adapted to the interests and capacities of each participant.

(b) Adequate facilities and time allotment for such activities.

(c) Trained supervision of elementary teachers of physical activities.

(d) Special instruction and supervision of activities for children of the upper grades and in departmental schools.

6. A recreation program to meet the needs of children and youth after school and in vacation periods, and of adults in the community.

(a) Activities to include all types of recreational interests with special emphasis on those which promote social adjustment of both sexes at all age levels.

(Concluded on page 107)

State Department Supervision of Secondary Schools

by Carl A. Jessen, Senior Specialist in Secondary Education

★★★ State supervision of secondary education had its rise in the need for classification and accrediting of secondary schools. Toward the end of the last century this need was felt with special keenness in a number of Middle Western States. The movement was accelerated by the necessity for rating schools in order that State aid might be properly distributed. These two requirements called for development of agencies State-wide in character which could establish standards and give an authoritative rating to secondary schools.

The first State to establish a State-wide system for approval of high schools was Michigan. Here the university was to a marked degree dependent upon the high schools for its students since it had no preparatory school of its own. The problem was dealt with at length by President Frieze in his annual report of 1870 and the following year the University of Michigan put into operation a plan for a committee of the faculty to visit high schools. If the members of the committee were satisfied with what they saw and could learn about a given school, it was placed in a preferred position under which its graduates would be admitted to the university on the recommendation of the high-school principal or the superintendent, but with no entrance examination of the individual student being required.

In 1873 Indiana put into operation a system of "commissioning" high schools whose students might then be admitted to Indiana University on probation, but without examination. The Indiana plan differed from the Michigan plan in that the State board of education passed upon the "commissioning" of schools. At first the approval was granted mainly on the basis of reports submitted by the schools, no visit being required, but in 1888 it was ordered that some member of the State board of education should visit a school and submit a report in writing before that school might be

"commissioned." Not until some years later was provision made for the employment of a special officer for general visiting of high schools.

One of the States that early established a system for approval of high schools was Wisconsin. Here, as in Michigan, the State university had from the outset been the approving agent;

State Studies

THE article on this page is the second in a series of reports on the United States Office of Education's recent extensive study of State departments of education. The first of the series was entitled *State Supervisory Programs for Exceptional Children*, by Elise H. Martens, senior specialist in the education of exceptional children. This article was presented in the November number of *SCHOOL LIFE*. Mr. Jessen in this current article reports upon the study of *State Department Supervision of Secondary Schools*. Other aspects of the organization and operation of State departments of education will follow in future issues of the Journal.

but in 1889 the legislature authorized the State superintendent of public instruction to appoint a high-school inspector who was "to assist him in visiting, inspecting, and supervising the free high schools of the State." This is the first appointment of a supervisory officer specifically assigned to secondary education and attached to a State department of public instruction.

Principal Expansion

From the beginnings thus made there evolved, by the turn of the century, services to secondary schools in a number of States, sometimes issuing from the university and other higher institutions, sometimes from the office of the chief State school officer. The principal expansion in the services to secondary education by State departments occurred, however, between 1905 and 1920. This

is true not only of services in vocational education (the Smith-Hughes Act was passed in 1917) but in other areas of secondary education as well.

Personnel

At the present time every State has a chief State school officer who carries responsibility for the schools of the State, including those at the secondary level. Services to vocational education are provided in every State. With one exception these chief State school officers also have on their staffs persons whose duty it is to render service to secondary schools. In 37 States one or more of these staff officers are given titles such as assistant superintendent for secondary education, director of secondary education, State high-school supervisor, or the like, indicating that they are specifically in charge of secondary schools; in some of these 37 States staff officers are members of larger supervisory and instructional divisions serving other areas of education in addition to secondary schools. In the remaining 10 States responsibility for high schools is assigned to officers whose work includes secondary education but whose titles do not make specific mention of this fact.

Accrediting

Accrediting or classification of schools is the function performed most frequently for secondary schools by State departments of public instruction. The State departments in 43 States issue lists of schools which although called by different names (accredited, approved, classified, commissioned, recognized, etc.) clearly involve rating by the State department. In two of these States (Georgia and Illinois) the university and the State department jointly issue the lists. In another State (Nebraska) the university was until recently the responsible accrediting agency. In Mississippi and Texas the accrediting is actually passed upon by accrediting commissions made up of representatives of

various educational interests; these, however, depend extensively upon State department personnel for visiting, reporting, and recommending the schools that are to be placed on the accredited lists.

Of the remaining five States, California and Colorado rely upon the State universities to do the accrediting of schools; in Nevada the university accredits for college entrance; in Michigan the accrediting function is discharged by the University of Michigan but the State department passes upon high schools for aid and tuition purposes; in Wisconsin the State department approves schools for State aid distribution and in effect, although not by law, this "official" list becomes the accredited list. It will be seen, therefore, that some sort of rating of high schools by State departments is to be found in nearly all States. In a number of States private high schools and academies may also receive rating by the State department of public instruction.

As accrediting has been taken over more and more by State departments of education the all-important emphasis on college entrance which characterized early accrediting programs has been joined by other motives. For one thing the decreasing percentages of the total number of high-school graduates who ultimately enter college have dictated that factors other than college entrance should play an important part. Most of the accrediting programs now in operation stress the progressive up-building of schools fully as much as the attainment of a minimum standard which will satisfy the requirements for college entrance. For instance, 13 of the States classify schools into different ascending groups, thus in effect having more than one list of accredited schools; and numerous other States provide for some sort of probationary rating of schools that, while accredited, are advised to improve their practices in certain regards if they expect to be continued on the accredited list.

Again, within recent years most of the States have actively participated in a movement started by the regional accrediting agencies under the name

The Cooperative Study of Secondary School Standards. This undertaking has for its object the improvement of the services of secondary schools in all departments, college entrance avowedly being only one of these. Thus in various ways the purposes to be achieved by accrediting have been greatly expanded in the direction of assisting all schools, no matter how good, to become better; and probably no better reason than that can be given for the existence of supervision of high schools by State departments of public instruction.

Improvement of the Curriculum

The significant movement for revising and improving the curriculum which has influenced education so markedly during the last quarter century has enlisted much of the effort of State departments of public instruction. Only seven States have attached to their State departments officers designated by such titles as director of the curriculum, but, as mentioned earlier, nearly all State departments have on their staffs high-school supervisors or other officers who are responsible for secondary schools; most frequently it is these officers assisted by curriculum workers, subject specialists, and research personnel that work with revision of the curriculum.

The latest tabulation of State courses of study made by the Office of Education was for a 3-year period ending in 1937. A total of 85 State courses of study for high schools produced in the continental United States were listed for that period. Noticeably the two States issuing the largest number of courses did not have curriculum directors on their staffs.

The most important work of State departments dealing with curriculum revision, however, does probably not show up in published State courses of study. The development of State courses is, in fact, an activity in which a number of State officers working in the field of the curriculum do not engage. Their efforts are directed mainly toward stimulation and assistance for improvement of the curriculums in the local schools by the teaching staffs

of those schools. In the process much curriculum material may be prepared and distributed from the State office, but usually it will not be in the form of State courses of study. Moreover, the purpose of local curriculum improvement is achieved in numerous ways—through conferences, consultation, correspondence, special evaluations, committee meetings, and summer school courses—avenues which in many cases are not marked by published materials.

Improvement of Teaching

Improvement of teaching is undoubtedly an objective of State supervision everywhere. However, just as certain States make special provisions for revising the curriculum, so certain other States have centered their efforts upon the improvement of teaching. At least five States have focused attention upon the problems of instruction by organizing a continuing movement called by some such name as "Program for the Improvement of Instruction." A number of States have "Divisions of Instruction" in the State department of public instruction. The department of education in Massachusetts has responsibility for operation of all the State teachers colleges and thus has a peculiarly close connection with preservice training of teachers. In-service training is aimed at in some States through frequent and repeated classroom visits, through courses and seminars given by State department officers, through county institutes, through special efforts directed toward improvement of teachers' meetings, and through encouragement of local or district supervisory programs paid for in part from State funds. While classification here as elsewhere is a matter of judgment it appears that one-fifth or more of the State departments make special attempts to improve teaching through methods such as those mentioned above.

Other Functions and Activities

The functions of State departments in the field of secondary education are numerous and diverse. Accrediting, curriculum revision, and improvement of instruction are met with most fre-

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Rural Youth and Secondary Education

by Walter H. Gaumnitz, Senior Specialist in Rural Education Problems

★★★ Despite the progress reported from time to time toward adjusting public education to the changing needs of rural youth, it must be admitted that the rural schools are moving but slowly toward this objective. During the last 10 years the number of rural young people continuing their education into the high school has roughly doubled. Approximately 75 percent of the rural boys and girls now complete the grades and enter a high school, chiefly a high school of fewer than 100 pupils. However, of those entering only about a third stay through to graduation and fewer than 1 in 12 continues his education beyond that point.

Figures Point Significantly

These figures point significantly to two facts: First, that the offerings of the present small high school do not meet the needs of rural youth or appeal to their practical nature sufficiently to keep them interested in continuing their attendance there. Most of them do not remain in these high schools despite the fact that there is little else they can do and high-school attendance is made progressively easier by providing schools near their homes, offering financial aid to those in need, and improving the transportation and tuition facilities for those not living near a high school. Second, most of the rural youth do not use the education provided by these schools for entrance into college or other post-high-school institutions despite the fact that studies of this problem have established the fact that the high-school curriculums, especially those of the smaller schools, are aimed largely toward college preparation rather than toward an enriched and more successful farm life.

Rural high-school programs have shown too little concern with the improvement of life as it is lived in the rural communities. Even the comparatively few rural youth who have

gone to college have seldom come back to live in their home community, there to provide cooperative leadership looking toward community improvement and enriched farm life.

A look at the accompanying table indicates that practically all rural high schools offer instruction in English, in the social sciences, in mathematics, and in the physical sciences. In small high schools with few teachers the demands upon the time and energy of the staff are so great that the work provided is apt to be formal both in content and presentation. That in the social sciences, for example, consists chiefly of history and civics; that in mathematics consists to a large extent of algebra and geometry; that in the physical sciences, while growing in practical value due to increases in courses of general science and biology, still places much emphasis upon the traditional, academic courses of chemistry and physics.

What about the vocational subjects known to have a wide, practical interest to the rural youth? Fewer than one-half of even the largest rural high schools provide instruction in agriculture. Of schools enrolling fewer than 40 pupils, usually 1 out of 5 offers instruction in this field which could have most important value to the farm youth. The agriculture taught frequently consists of but a single year of textbook

study. In home economics the story so far as offerings are concerned is much the same as in agriculture, except that from one-half to two-thirds of the larger rural high schools provide instruction in this field. Regarding industrial arts—of growing importance to the rural youth because it is clear that many of them either must enter industry on full time or they must supplement farm incomes with some form of industrial effort—only 1 rural high school in 4 or 5, having an enrollment of 150 pupils or fewer, provides instruction in this field, and much of this is of the formal manual training type. Physical education and training in the fine arts are comparative strangers in the rural high school; instruction offered in the latter field consists chiefly of singing and orchestra work. Training for appreciation of color and design, in self-expression, and guidance toward homecraft activities; all of these types of instruction are greatly lacking in the rural high school.

Evidence to the effect that small high schools fail to prepare youth for better living is found in the fact that four out of five of these schools are still devoting much time to the ancient and foreign languages. By far the greatest number of the non-English language courses offered the rural youth are in Latin—French is found to be next in number of offerings. Schools offering instruction

Percent of rural high schools, by size groups, offering one or more subjects in the various subject-matter fields¹

Subject-matter fields	Size of high schools by number of pupils enrolled					All rural high schools
	40 or fewer	41-75	76-150	151-300	Over 300	
Ancient and foreign languages.....	58	77	80	92	99	80
English.....	100	100	100	100	100	100
Mathematics.....	99	99	99	100	100	100
Social science.....	100	100	100	100	99	100
Science.....	96	96	100	100	99	98
Physical education.....	39	47	48	43	52	45
Fine arts.....	31	39	45	59	70	47
Industrial arts.....	19	23	18	31	60	27
Commercial arts.....	61	60	76	83	89	74
Agriculture.....	19	30	38	47	41	35
Home economics.....	19	33	49	67	74	47

¹ From an unpublished study by the U. S. Office of Education of the offerings in 1934 of 1,238 representative high schools located in centers of 2,500 or fewer population.

in the modern languages are evidently not aiming at ability to read and speak in these languages. For the most part, they offer but 1 or 2 years in each, a period too short as they are taught to learn to read or speak in any of them. Even more important, pupils studying such courses have little occasion to use these languages if they should master them.

No Single Solution

But what of the thousand and one problems which baffle rural youth? What are the rural high schools doing to fit the rural youth to deal effectively with such practical problems as farm tenancy, unemployment, farm mechanization, community sanitation, cooperative marketing, home beautification, farm and family budgeting, intelligent consumption? What are they doing to train their students in a wiser use of leisure, to improve their reading habits and tastes, to bring about self-expression and self-realization through training in the creative arts? These problems are still largely untouched by most of the rural high schools.

There is, of course, no single or simple solution for this situation. If the rural schools are to contribute more extensively to the farm youth and improve the rural way of life, they need to give more attention to the needs of the rural boys and girls; they must devote less time and effort to meeting the requirements of the college to which few of their pupils will go; they must change the emphasis from formal grade standards to emphasis upon real needs, determined according to such factors as the age of the youth, community resources, occupational demands, and the like; in short, they must strive to fit youth to live as richly as possible in comparatively simple home and community relationships rather than to seek city jobs or professions which are either already overcrowded or which are beyond their ability to reach. If the farm youth can be trained to live richly in the community in which he finds himself, he will have a training which will serve him well, no matter where the chances of life may lead him.

The solution undoubtedly involves some fundamental changes in our pres-

ent system of secondary education. Some progress is being made. Through Federal aids, agricultural, home economics, and other types of vocational education are being extended to many rural communities. Especially promising of results have been the recent trends in these forms of education to include the out-of-school youth and the young adult. Many other movements providing a more practical education for rural out-of-school youth and adults have in recent years had some development but these have not become a part of, much less coordinated with, the public-school program. The rural high schools have not provided vocational education courses and those which have done so have too often been concerned with technical training; the cultural aspects of rural life have not received much practical attention from them. Besides fully 25 percent of the rural youth quit school before completing the elementary grades, thereby becoming ineligible to attend high school and to receive such vocational training as is provided.

Community-Centered Schools

Much has been done by some of the larger, community-centered, rural high schools to enrich and make practical their nonvocational offerings. Such progressive schools are too few and far between, however, and their reforms have been frequently outlined in recent textbooks and studies concerned with the modernization of secondary education. Important contributions to the further education of the rural youth have also come through the development of recent programs of adult education. But much more should still be done if the needs of large numbers of rural youth are to be met. Possibly the various experiments with "Folk Schools" will provide an answer to this problem. The remainder of this article will briefly describe this type of secondary school.

Efforts have been made in various places in the United States to organize such schools or to revise the curriculum of existing institutions with the major purposes being that of reaching all rural youth, regardless of grade school accomplishments. Another purpose has

been to divest the secondary education provided in these schools of grades, credits, diplomas, and other academic requirements and to concentrate upon the practical and cultural objectives of everyday life. The curriculum is concerned quite as much with health problems, with music, and with art as with technical agriculture or technical home-making problems. Training in sociology and political economy is stressed. But above all, emphasis is placed upon the development of rural leaders and upon making the most of the social, economic, and cultural resources afforded by the communities in which such schools are located. Attendance for the young men is usually limited to the winter months; the young women usually attend at the same time, thus affording many opportunities to attack problems of the farm home and community cooperatively, but they may have a program of their own, possibly during the summer months. The students may return again and again, when they feel the need for further training.

To Serve the Rural Folk

The controlling purpose of these schools clearly is to serve the rural folk through training in enriched rural life. No effort is made to fit the pupil for attendance at higher institutions of learning. The few seeking this type of education must go to the regular high schools or make up required courses when they enter college—courses for which special provisions are made.

It becomes clear, as we think about it, why this type of high school has not made much progress in the public-school system of this country with their insistence upon grades, credits, diplomas, etc. So far such schools have either been operated as farm schools or short courses in connection with the State colleges of agriculture, or as private schools. The agricultural farm schools, formerly found in several States, have declined in number during recent years. Training on the secondary level by the colleges is no longer needed because of the rapid increase in recent years in the vocational agriculture departments in the regular high schools. However, a number of the State farm schools, no-

tably those of Minnesota and Wisconsin, and more recently North Dakota, have reorganized their programs along more practical lines. Because they are serving a new, vital need they are growing in popularity. A few examples of these schools, both those operating in connection with the colleges and those carrying on their work independently, are listed below. A visit to one or more of them, together with some further study of high schools with revised curriculums, through the readings herewith suggested, should prove profitable to anyone interested in improved rural secondary education and will suggest ways of putting this type of education within reach of the rural youth.

Some Folk Schools and Others With Revised Curriculums

Wisconsin Folk High School, Madison.
Minnesota Farm School, College of Agriculture, St. Paul (Similar schools at State Agricultural Experiment Stations of Morris, Crookston, and Grand Rapids).
North Dakota's Farm Folk School, Fargo.
Danish Folk Schools, Grand Rapids, Mich.
W. H. Kellogg Agricultural School, Augusta, Mich.
Tyler Folk School, Tyler, Minn.
Danish Folk School, Jackson's Mill, W. Va.
Highlander Folk School, Monteagle, Tenn.
New York State Schools of Agriculture at Alfred, Canton, Cobleskill, Delhi, Farmington, and Morrisville.
County Agricultural Schools of Massachusetts at: Hathorne, North Hampton, Segreganset, and Walpole.
John C. Campbell Folk School, Brasstown, N. C.
Chaffey Union High School, Ontario, Calif.
Stuart Robinson School, Blackly, Ky.
Ellen Woodside High School, Pelzer, S. C.
Penn School (colored), St. Helena Island, Frogmore, S. C.
Portage Agricultural Consolidated School, Portage, Mich.
Berea College Rural Demonstration School, Wilde, Ky.
Asheville Farm School, Swannanoa, N. C.

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HART, JOSEPH K. Light from the North. New York, Henry Bolt & Co., 1927. 159 pp.
CAMPBELL, T. M. The movable school goes to the Negro farmer. Tuskegee, Ala., Tuskegee Institute, 1936. 170 pp.

FOWLER, BERTRAM B. The Lord helps those. New York, Vanguard Press, 1938. 180 pp.
HOLLMAN, A. H. The Folk high school. In Democracy in Denmark. Washington, National Home Library Foundation, 1936. 158 pp.
HORTON, MYLES. The community folk school. In the community school. New York, D. Appleton Century Co., 1938.
KIRKPATRICK, E. L. Short course in colleges of agriculture. Washington, American Youth Commission, American Council on Education, 1938. 39 pp.
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State Department Supervision

(Concluded from page 104)

quently, but in many States other functions occupy approximately as important positions. Administration of State funds is such a function performed in many of the States. In a number of States the State department has important responsibilities in connection with the selection of textbooks and teaching materials. Testing programs are operated by some State departments.

The activities through which these numerous functions are achieved are no less varied than the functions themselves. First and foremost is visiting of schools which frequently occupies at least half of the total time of supervisory officers. Visiting is an especially important activity in connection with the function of accrediting, but it is employed for a number of other purposes as well. Some State departments indicate that conference work is a major activity; certainly conferring with groups, attending and addressing meetings of teachers and patrons, and discussing school problems with individuals singly or in small groups are activities which take up a large share of the time of every supervisory officer.

Correspondence is another activity which can and does serve many supervisory purposes both as follow-up to visits and as a means of assisting school board members, administrators, teachers, and patrons with their problems. A certain amount of research

work, especially of statistical and curriculum natures, falls to the lot of every State supervisor. Usually the research work is followed by publication of results and in addition numerous demands are made upon the time of the supervisor in the preparation of copy for State manuals, magazine articles, annual or biennial reports, circular letters, equipment lists, and a host of pronouncements on the most diverse subjects. Add to these the usual checking of reports, committee service, cooperation with State and local agencies which have a close relationship to education, a few surveys and evaluations, some summer-school teaching, and in general the performance of tasks at the secondary school level for which the State has made no other special provision—and one realizes what a busy life is led by State supervisory officers.



National Preparedness

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(b) Appropriate leadership and coordination of school activities with those of the community.

7. The establishment of educational camps to insure for all children the experiences that only come from close contact with nature:

(a) The extension of the program outlined above, in all its phases including—

- (1) Medical supervision.
- (2) Coordinate education in health and safety in adjustment to vigorous life in the open.
- (3) Instruction in activities suitable to out-of-doors experience.
- (4) Recreational activities in music, photography, drama, games, athletics, reading, etc.

(b) Leadership and administration by trained educational authorities.

Promotion and supervision of all the above activities by State departments of education through an adequate personnel specially trained for work in all these fields.

Obion County Educates for Home Living

by Muriel W Brown, Consultant in Home Economics Education

★★★ Tucked neatly into the northwest corner of the State of Tennessee is Obion County, one of the four centers developing experimental community programs of family life education in cooperation with the United States Office of Education.

To the north of Obion is Kentucky; on the west are the broad bottomlands of the Mississippi River, and Reelfoot Lake, a long, curiously shaped body of water formed by an earthquake early in the nineteenth century. The hills of Obion are low, and the roads are winding. The land is fairly fertile; planted, for the most part, in corn or cotton. The farm buildings suggest all degrees of prosperity. There are many fine farm homes but, on some of the back roads, one may also see housing conditions which seem very bad.

About 30,000 people live in Obion County, many of them belonging to Scotch or English families which settled in Tennessee four or five generations ago. The population includes about 4,000 Negroes who are employed chiefly as farmers, laborers, or domestic servants. There are a number of little population centers. The county seat is Union City, with a census count of about 10,000.

Life in Obion appears to have unusual stability. The divorce rate for 1937 was lower than the national average. People are actively interested in, and proud of, their families, their churches, and their schools. There are the usual welfare organizations, including a county health program which is outstanding in many ways. More important, however, than the pattern of community organization is the spirit behind it. The quality of this is well illustrated by a remark made by a county health nurse at a recent meeting of the advisory committee for family



A country store offers hospitality when the family recreation party outgrows the rural school at Sunnyside, Obion County.

life education. With the help of a leader from out of the State, the group was trying to evaluate its year's work.

"Do you really think you should list the new clinic as one of the accomplishments of the family life program?" the leader asked, in some surprise. "That is a real achievement, but shouldn't we credit it to the health program?"

Thirty pairs of eyes looked at her reproachfully. Speaking, obviously, for all other agency representatives present, the nurse said finally, "I don't believe you understand that we are all working together here in this program. Anything that any one of us can do for families in the county is part of a plan that is bigger than any one of our organizations."

First Tentative Plans

The first tentative plans for a family life education program in the county were made in the fall of 1938 when representatives from four selected centers

met in Washington to discuss the possibility of organizing experimental projects in a number of different kinds of community situations. Those present from Tennessee at this conference were the supervisor of home economics for the State department of education, the county superintendent and the director of instruction for the county schools.

Because Obion County is a school district with limited financial resources, the program which has developed has not had a special coordinator. The experiment has been guided, during the past 2 years, by the director of instruction. Working with him are two community councils, one, the advisory committee, representing all organizations and agencies in the county interested in family life, the other a youth council made up of delegates from each of the county high schools. Arrangements have recently been made for one of the rural home economics teachers to serve as assistant coordinator on a half-time basis. A great deal of help has been given by

the school attendance officer, a woman whose knowledge of county families and family ways is extensive.

The general objectives set up 2 years ago for family life education in Obion County were based on quick local surveys of family needs, and of resources for meeting them. The goals toward which the original planning committees decided to work were similar to the goals for the programs in the other three centers. Obion County would (1) secure the cooperation of all county agencies in the development of "a permanent educational program for the betterment of home and family life," (2) survey its social and economic resources in order to make these more available to families, (3) extend and improve the school program of education for home and family living to meet the needs of family members of all ages.

Concentrate on Four Projects

These general objectives were, and still are, fine but to make them "come alive" the county needed specific, immediate objectives for a program of action. After weighing the relative importance of a number of more or less immediate needs, the planning committee finally decided to concentrate first on four projects: The development of a family life curriculum in the schools; the organization of a county library; the development of facilities throughout the county for family recreation; and the organization of a youth council.

Steady progress has been made in the development of a curriculum for family life education in the schools. The first step was a reemphasis throughout the school system on the importance of family life and on the individual's responsibility to his family group. First-grade children talked about "what father does," "what mother does," "what I do." Scrap books with pictures and drawings of "my family," "my pets," "my toys," were made to illustrate these discussions. Children in all three primary grades built and furnished miniature houses, arranged and rearranged home corners in classrooms. Charts illustrating lessons on many phases of home living appeared on the walls of upper grade rooms. In some schools

last year the teachers of several grades planned these experiences together to avoid repetition as promotions occurred, and this year there are plans for teacher committees to work more systematically on a curriculum in family living for the entire elementary school system.

In the high schools the program has functioned for the most part through vocational agriculture and home economics. Each of the homemaking teachers has defined for herself an "area of service" which is not limited to the consolidated school where her classes meet, but includes all the surrounding territory served by rural schools too small to have such teachers of their own. Within this area she functions in three ways: She teaches daytime classes for high-school pupils and evening classes for out-of-school youth and adults; she is a consultant for teachers in other fields who want to relate their work to family living; she works with the advisory committee on a continuous program of community education with respect to the needs and problems of local families. The men teaching vocational agriculture serve young people, families, and communities in the same broad way.

Since much of the agriculture and home-economics teaching in Obion

County is done through projects on which family members of all ages work together, teachers, families, and the community as a whole are learning together most of the time. An interesting example of such a project is the fashion show and reception given by the home economics clubs of the county in a parish house in Union City last spring. Over 500 guests—parents, teachers, and friends—came from all parts of the county to admire the costumes made and modeled by the girls, and to enjoy refreshments served in an atmosphere of gracious hospitality. This is an effective way of helping young girls to gain social poise. It is also an effective way of influencing community standards for home entertaining.

It must not be supposed, however, that home economics and agriculture alone are offering this kind of leadership in Obion County. All of the teachers in all of the schools work with parents each year on a number of community projects which promote some phase of family life education. School-community fairs are arranged by joint committees of parents, teachers, and children. At these, one sees family heirlooms proudly displayed by fathers and mothers equally proud of the handwork exhibited by their children. Perhaps the most colorful of all the activities undertaken co-

Time out for a quick game of volley ball! Family recreation parties have taught Obion County the importance of wholesome play.





The noon intermission at Rives School, Obion County, patterns itself after "Family Fun Night."

operatively each year by the schools and the community is the blue ribbon parade. This climaxes a year of health work for children in the county carried on by the county public health service through the schools. Each school wishing to do so enters a float which is built by the youngsters, the parents, and the teachers. Trucks are loaned, materials donated, brains are racked for new ideas. Mothers and teachers work for days on costumes. Anyone who can hammer works on the floats. The colored moving pictures of this year's parade show a tall tree of health, with great leaves of brightly colored cellophane almost hiding the giggling "fruit"; a hot lunch table with children seated, and children serving; a fort of health; and a number of other tableaux all dramatizing in some way basic principles of health education. There is understanding as well as pride in the faces of parents who watch this gay parade go by. With the help of many county agencies, mothers, fathers, and children are learning better each year how to use family resources to safeguard family health.

County Library Organized

The organization of a county library is perhaps the outstanding achievement in the program so far. Two years ago, if you lived in Obion County and wanted to read a new book, you bought a copy, or waited for someone you knew to buy one. There were a few small loan collections in Union City, but the county as a whole was quite without library facilities. This meant that there were many families not reading at home

because they had little of interest to read. Many more were not reading because they had had no opportunity to form the reading habit. As a first step in the new program of family life education those directing the experiment planned the development of a county library. Instead of asking for large subscriptions from a few individuals, the committee decided to try to reach as many people as possible through a library association, with membership dues of \$1. The news spread quickly, and contributions began to come in from all over the county. A few good books were bought with the early receipts and circulated from the office of the county superintendent of schools in the new courthouse. As the money accumulated, more volumes were purchased and more shelves were added to the bookcases in the superintendent's office until finally the library was large enough to be divided and branches were established in two small rural communities.

The establishment of these two little branch libraries is a story in itself. There are many places in the United States where rural schools carry on educational activities which benefit their communities but few where community life provides the learning experiences as consistently and realistically as in Obion County. Long before the central library was big enough to spare even a small collection to a subcenter, pupils and teachers in one of the country schools began thinking how nice it would be if they could get books without making a trip to town. They looked over the few buildings in the nearest village and discovered an unused

room in a small branch bank. They persuaded the bank directors to let them have this for a community reading room and then went to work to prepare it for use. They cleaned and painted floors and walls; they begged furniture, which they freshened up in the shop at school; they made curtains and, somewhere, got a rug; they landscaped the tiny lawn and planted some shrubs around the building. And when the books were ready for them, they were ready for business. A second subcenter, in another part of the county, was opened this fall in the same way.

At the present time, the library association, still growing, has over 900 members, owns more than 700 volumes which are constantly in circulation with long waiting lists.

Outdoor Recreation

To meet an ever greater need, Obion has organized another project—the outdoor recreation parties. For several years, the schools have sponsored indoor recreation nights for families in their districts, but with the new emphasis in the county on education for home and family living came a new challenge to this program too. Each of the 11 consolidated schools is now a center which provides family fun for hundreds of families who come on Friday nights from all directions, in cars of all makes and ages, to play together indoors and out. To visit one of these schools on a party night is a rich experience. The schoolhouse, itself, is a blaze of light. Everywhere there is laughter, there is friendliness, there is fun. Over in the corner of the big gymnasium four older men are playing checkers, nearby some young people are playing ping pong. There is a ring game going on in the center of the floor and up in the gallery two little folk are throwing bean bags. Here, by the door, a grandmother sits quietly looking on, in her arms a baby. Out on the playground, more than 200 boys and girls, men and women are weaving an intricate pattern of lights and shadows as they follow through the complicated movements of an old folk dance.

Each of these recreation nights is

planned by joint committees of parents, teachers, and young people. One of the most successful so far has been a "Night of Magic" put on recently by a group of fathers. We understand that the best trick still has the county guessing. No one knows how many families have enjoyed these parties together, there is probably no way of knowing, exactly. It has been estimated that a thousand people attended one gathering one night this summer. So convinced are the people that wholesome play makes for happiness that one of the largest consolidated schools uses all of its noon intermissions for organized recreation. One noon hour this fall a visitor to the school counted 14 groups of children playing 14 different games on the beautiful, tree-shaded campus, teachers assigned to supervise but playing too, and liking it! Since this plan was inaugurated, one is told, this school has had few disciplinary problems.

Youth's Part

Youth has played a significant part in the development of the family life education program. There is a youth council, made up of 4 representatives, 2 boys and 2 girls, from each of the 11 high schools in the county. Its purpose is "to help young people to understand what their community responsibilities are, and how to meet them," with special reference to conditions affecting family life. The directors of the program want these young people to feel that the adult council wishes the benefit of their thinking, but they do not want them to think or act without considering community needs and plans. They have, therefore, encouraged the youth council to expect suggestions from the adult advisory committee before undertaking activities of their own. From among a number of projects submitted to them for consideration a year ago, the youth council chose to work on a county-wide tuberculosis survey as its main project for 1939-40. The council's part in this survey was to sell it to the public through visits to homes, interviews with friends, and publicity in the schools. So well did they succeed that Obion ranked high among Tennessee

counties in degree of cooperation secured as measured by the number of persons taking the tests.

This year the youth council has been invited to elect four of its members to serve on the advisory committee.

The youth council and the adult advisory committee are now working together on a new project for the program—a nutrition drive which will culminate in a nutrition clinic for each rural school. Children needing special help will be followed up, and common nutritional problems will be attacked through a county-wide program of adult education based on the specific needs revealed through the clinics.

Agencies Contribute

One of the most delightful things about the family life program is the fine way in which county agencies of all kinds have related themselves to it. Each organization contributes in two ways, by joining in cooperative action through the advisory committee and by emphasizing family education in its own work. The Obion County Council of Parents and Teachers and the Cooperative Extension Service have supported every activity undertaken so far in connection with the program. The county health service has secured additional medical assistance for the venereal-disease clinic as one of its important contributions to family welfare. The Obion County Bureau of Public Welfare has helped with the venereal-disease clinic, and with the new library. The Farm Security Administration has selected Obion County for a special sanitary project; the Red Cross is offering first-aid courses to all the schools that want them. The church, in one rural community, has organized and is sponsoring a band and a community choral club of 30 singers. The Boy Scouts have been helped to build a cabin for camp meetings, and Union City is now interested in having a Girl Scout organization. Any one of the special projects mentioned in this report is an example of cooperative action involving all agencies.

As one thinks of Obion County one has a quickened understanding of the President's meaning when he speaks of

living "under the sunlight and the starlight of peace." Here in this lovely countryside a community is going quietly, day by day, about the business of democracy, trying earnestly to find ways of making life mean what it can, and should, to all of its families.



Public-School Business Officials Convention

In line with the policy of the National Association of Public School Business Officials of having a number of research committees working between conventions, there was time provided at morning sessions of the recent national convention for "working meetings" of these committees, at sectional meetings for presentation of their findings, and at evening sessions for general round-table discussions of these findings.

There were, of course, the usual general sessions in the morning also and time allowed for visiting the commercial exhibits. An innovation was an extensive noncommercial exhibit of information relating to business administration of the schools, collected and arranged by George F. Smith, Jr., director of educational supplies and equipment, Baltimore, Md. This exhibit consisted of approximately 800 pieces, carefully classified and cataloged.

The research committees reporting at the convention were as follows: School accounting practice; pupil transportation; playground surfacing; insurance; cafeteria costs; extracurricular activity accounting; electric rates; simplified specification standards; and liaison committee with the National Council of Schoolhouse Construction.

The convention was attended by two members of the staff of the United States Office of Education, Emery M. Foster, Chief, Statistical Division, and Lester B. Herlihy, associate specialist in educational statistics, who participated on the program and in the discussions. More than 500 delegates from all parts of the country were in attendance.



Paul V. McNutt.

★★★ The Federal Security Agency, established by Executive order of the President dated April 25, 1939, includes a number of units that conduct schools or have important relations to educational activities national in scope. This agency was designed to bring together from other Federal departments or services those offices that are concerned mainly with social and economic security, educational opportunity, and the health of citizens.

The Federal Security Agency includes the following units: The Social Security Board, the United States Public Health Service, the United States Office of Education, the National Youth Administration, the Civilian Conservation Corps, and the Food and Drug Administration.

The affairs of the Agency are directed by the Federal Security Administrator who has the aid of the Assistant Administrator and other officials in charge of the several units referred to and those who help in the coordination of their functions.

The following units conduct schools or training activities as described below: The Social Security Board, the

Schools Under the Federal Government

The Federal Security Agency

by Walton C. John, Senior Specialist in Higher Education

United States Public Health Service, the United States Office of Education, and the Civilian Conservation Corps.

The Social Security Board

Program of Training

The Social Security Board was created for the purpose of administering the provisions "of the Social Security Act relating to old-age assistance, aid to dependent children, aid to the blind, unemployment compensation, old-age (now old-age and survivors') insurance, and to study and make recommendations as to the most effective methods of providing economic secu-

rity through social insurance, and as to related legislative and administrative policy." Since July 1, 1939, the Social Security Board has included among its responsibilities, the work of the United States Employment Service which was transferred from the Department of Labor to the Bureau of Employment Security, formerly Unemployment Compensation, of the Board.

The volume and importance of Federal laws that have been placed on the statute books relating to the many aspects of social welfare have made it necessary to organize a variety of training activities to help in their interpretation and administration. The Board's training program is under the direction of Dr. W. L. Schurz, Chief of the Training Division, which is a

Explaining the Social Security Act to trainees of the Social Security Board.



part of the Executive Director's Office.

Teaching staff.—The regular teaching staff comprises eight members. Specialists from the Bureaus of the Board are frequently assigned to training work on a part-time basis.

The following training activities are conducted directly by the Training Division in Washington: Basic course; technical course; in-service course; orientation course; and stenographic course.

In addition to these courses which are a regular feature of the Board's training program, the Training Division carries on many special training activities from time to time to meet particular supervisory or operating problems.

1. *The basic course.*—A basic training course is offered for the benefit of all newly appointed administrative and professional employees of the Social Security Board. This is a full-time course, intensive in character, that runs for 2 weeks. The work covers the social and economic background of the Social Security Act, including an analysis of the law and the organization of the administrative machinery for carrying out the law. The lecture method, combined with classroom discussion, is used. Regular texts and special teaching materials prepared by the Training Division are used as the basis of study. The lectures cover 15 subjects. The course has been given periodically since July 1, 1936. The ninety-first class has just completed its work.

The student body includes the new appointees, as indicated above, and these are organized periodically into classes, the average-size class containing approximately 25 students. The classes are conducted during office hours and students do not lose their compensation during the training period.

2. *Technical course (Bureau of Old-Age and Survivors Insurance).*—Employees who have completed the basic course and expect to enter the Bureau of Old-Age and Survivors Insurance, particularly its field service of approximately 480 offices, are given 4 weeks of additional study.

The course of study is entirely composed of the statutory materials governing the old-age insurance program



Federal Security Agency Administration Building.

and the regulations and procedures used in the operation of the program. These stress particularly such matters as the assignment of account numbers, the keeping of wage records, and the handling of benefit claims. Future field-office employees are also trained in interviewing methods and in certain details of office management. One week of the 4-week technical course is spent in the wage-records or accounting operations of the Bureau in Baltimore.

Of the 12,000 employees of the Social Security Board, over 9,000 are employed by the Bureau of Old-Age and Survivors Insurance.

3. *In-service course for clerical employees.*—This course is open to Washington members of the clerical force and is in operation for about 4 months of the year. Lectures are given on social and economic backgrounds relating to the Social Security program, and on the provisions of the Social Security Act. The classes are held after hours. Attendance is not required, and there is no tuition charge.

4. *Orientation course.*—On their induction into the service of the Board, stenographic and typing personnel are

enrolled in a part-time training course which is designed to acquaint them with the purpose of their job, the organization and facilities of the Board, and the various laws and regulations affecting the status of Board employees.

5. *Stenographic course.*—The orientation course is followed by a course of training designed to familiarize stenographers and typists with the contents of the *Stenographic Manual*, which contains the official rules for the preparation of correspondence and for the performance of other office duties.

Baltimore Branch Training

Perhaps the most important single training problem of the Board is the training of the 4,000 or more employees of the accounting operations of the Bureau of Old-Age and Survivors Insurance, located in Baltimore, Md. For this purpose the Training Division maintains a branch office in Baltimore.

A training course, meeting once a week for 40 weeks, is provided for the rank and file of the Board's Baltimore employees. Between 800 and 1,000 employees are enrolled in these courses, which are announced once each year.

The class is divided into four groups for the purposes of instruction. The more promising employees who complete this basic or elementary course of training are admitted to an advanced training course which serves as a pool of trained personnel for transfer to field and Washington offices of the Bureau. Special training in the provisions of the Social Security Act, in operating procedure, and in supervisory methods, is also provided for the large force of supervisors in Baltimore.

Field Office Training

From time to time the Training Division prepares correspondence training courses for employees of the Board's field offices. The content of these courses is generally of a technical nature and this training work is conducted in close cooperation with the Bureau of Old-Age and Survivors Insurance.

Bureau of Employment Security

Training Section

Through its own training section, the Bureau of Employment Security offers special technical training for its employees. This training unit is, however, primarily engaged in offering consultative service for State employment security agencies in the training of their own employees.

Bureau of Public Assistance

Technical Training Division

This Bureau has its own training office which gives advice to any State that requests it in the training of its State personnel dealing with public assistance.

The U. S. Public Health Service

The general purpose of the United States Public Health Service is to prevent and control disease and to aid in maintaining the health of the Nation. This service in various aspects has been in existence since 1798; it was first des-



An observation station showing activities in studying pond: At the left, taking a reading of wind velocity on the surface of the water by means of a Baumanvenometer; center, taking readings of rainfall on rain gauge at left, dipping for mosquito larvae from a portable rubber boat.

ignated by law as a public health service in 1902 and finally organized and named the United States Public Health Service in 1912. The United States Public Health Service is under the direction of the Surgeon General, Dr. Thomas Parran. It includes 8 administrative divisions and employs over 7,000 full-time workers. Much of this work is carried on in institutions scattered over the country in addition to the work conducted in Washington. Its principal activities include research, maritime and interstate quarantine, medical and hospital care of merchant seamen and other Federal beneficiaries, cooperation with the States in matters of public health, and the administration of Federal funds allotted to the States under Title VI of the Social Security Act and the Venereal Disease Control Act for improving and expanding State and local health services and more effective control of the venereal diseases.

Educational Activities

There are a number of educational and research activities that may be

classified as schools or training activities. Among these may be mentioned the training program for the commissioned officers of the Public Health Service, the training at universities, research institutes, and hospitals of Service personnel engaged in specialized fields, post-graduate courses in the management of venereal diseases, and the program of the National Cancer Institute, which involves the preparation of research fellows and traineeships in clinical cancer.

The Public Health Service also conducts educational work for the benefit of the general public, through publications, news releases, conferences, demonstrations, motion pictures, exhibits, and other means; and in its cooperation with the States and other agencies, some of the allotment of Federal funds may be used by the States for the training of their public health personnel.

Training for Commissioned Officers

A course of 9 months' study and training is available in Washington to young commissioned officers who have

just entered the Public Health Service. The general purpose of this training course is to familiarize these officers with the different Service activities, and more specifically, to give specialized instruction in those public health activities which medical schools and public health schools are unable to, or do not, provide.

Among applicants for these courses, from 6 to 12 men are chosen annually. Most of them are graduates in medicine, although dentists and sanitary engineers are also among those selected.

Training of Public Health Officers

The Public Health Service provides for post-graduate training in specialized fields for a limited number of individuals who show special aptitude for advanced study and ability in and inclination for these specialized activities. These persons are detailed to suitable research or graduate centers, and their salaries are paid by the Public Health Service while engaged in post-graduate study.

The Venereal Disease Division has assigned six commissioned officers to study at Johns Hopkins University School of Hygiene and Public Health. They take the regular 9-month course and, in addition, 2 extra months of clinical work. Those who so desire and are properly prepared may earn the degree of master of public health in this course of study.

The Domestic Quarantine Division, in a similar way, sends a selected number of officers to such institutions as Harvard, Michigan, and Johns Hopkins Universities for advanced study of subjects relating to public health administration.

The Mental Hygiene Division has detailed six of its officers to hospitals and clinics in New York to obtain advanced training in the psychiatric field.

The Hospital Division has three men taking advanced work in training or research, one at Johns Hopkins University and two at the Mayo Clinic.

The National Cancer Institute

The National Cancer Institute was established by the National Cancer Institute Act, approved August 5, 1937.

The purpose includes especially, "conducting researches, investigations, experiments, and studies relating to the cause, diagnosis, and treatment of cancer," and "assisting and fostering similar research activities, by other agencies, public and private."

The act also provides for the training and instruction in all technical matters relating to the diagnosis and treatment of cancer for such persons as in the opinion of the Surgeon General have proper technical qualifications who shall be designated by him for such training and instruction. These persons, while receiving training or instruction, may, with the approval of the Surgeon General, receive a per diem allowance to be fixed by the Surgeon General, but not to exceed \$10.

Research Fellows

The National Cancer Institute selects a number of research workers who have shown promise in cancer research. The selection may include doctors of medicine, chemists, geneticists, biochemists, endocrinologists, biologists, and similar professional and technical persons. The number of these research fellows at the present time is 21, of whom 17 are working in the laboratories of the Institute, 3 are in Baltimore, and 1 is working in a New York hospital. The appointment of these workers is on an annual basis, subject to reappointment. The salaries vary, according to position, from \$2,000 a year up.

Traineeships in Clinical Cancer

Eligible for the special training program in the diagnosis and treatment of cancer are young physicians who are interested in cancer study as a career and who have the required preliminary training.

These trainees are personally selected from the many who apply, and they must have the recommendations of three men under whom they have worked. The applicants must have been graduated at an approved medical school and must have completed at least 1 year of internship in an approved hospital. They must be less than 40 years of age. Evidence of research ability is important. The successful applicants receive

appointments for 1 year, made by the Surgeon General on the recommendation of the Chief of the Cancer Institute. The appointment may be renewed annually up to 3 years, provided that the work done by the trainee is satisfactory to the training center and to the Institute. At present, there are 26 trainees assigned to different centers.

The training or instruction is not carried on at the institute, but is given at specially designated training centers, usually hospitals or medical centers, that provide the necessary clinical facilities. The subjects which are given consideration include tumor pathology, tumor surgery, radiology, diagnosis, and treatment. One year is given to each of these subjects.

There are at present 27 training centers, all of which are located at leading schools of medicine or outstanding hospitals, most of which are devoted exclusively to the care of tumor and cancer patients.

The officials of the National Cancer Institute and the cooperating institutions prepare an appropriate program of study and work. This must be approved finally by the institute. The trainee then becomes associated with one of the available institutions as a member of the clinical staff. He receives at present a per diem salary of \$6, or about \$1,800 a year.

At the end of the period of training, these doctors may go out and set up cancer clinics approved by the American College of Surgeons.

Post-Graduate Course

The Public Health Service is offering for the first time a post-graduate course in the management of venereal diseases at the United States Public Health Service Medical Center at Hot Springs, Ark.

The course of study is 6 weeks. The program as planned includes formal lectures, which are to be augmented by demonstrations, clinic rounds, and assigned rotations on the diagnostic, treatment, laboratory, hospital, and epidemiologic services.

The trainees are selected from State health departments and physicians directly connected with these departments.

Part-time clinicians who have appointments with health units and other persons who are nominally cooperating with health departments may also be selected. The number of trainees is limited to 25. Under the provisions of the Venereal Disease Control Act, trainees may have their traveling expenses paid and they may receive a nominal stipend while taking this course.

The U. S. Office of Education

The United States Office of Education functions primarily through its two major divisions, the first of which includes the following divisional activities: Higher Education, American School Systems, Comparative Education, Special Problems, Statistics, Library, and Library Service, and Consultant Services. The second, which is concerned with vocational education, includes the following services: Agricultural Education, Trade and Industrial Education, Home Economics Education, Business Education, Occupational Information and Guidance, Research and Statistics, and the Consultant Services.

Also included in the Office are the Vocational Rehabilitation Division and the Civilian Conservation Corps Camp Education Office. There is also the Editorial Division and the Information Service, which includes radio activities.

Specifically the functions of the Office include research in the several fields of education, the gathering and distribution of statistics and other data of educational importance to the public, cooperation with the Federal Government and with the States in numerous educational activities. The Office also administers numerous important projects, organizes conferences, directs educational surveys, and gives advice upon request.

The Office of Education does not administer schools as the administration of schools in this country is considered primarily a State and local function.

As part of its cooperation with other Federal departments, the United States

Office of Education serves in an advisory capacity to the War Department in the administration of the CCC educational program.

The Civilian Conservation Corps

The CCC was created in 1933 for the purpose of providing employment, as well as vocational training, for the youthful citizens of the United States who are unemployed and in need of employment . . . "through the performance of useful work in connection with the conservation and development of the natural resources of the United States." It became a part of the Federal Security Agency July 1, 1939.

The CCC Camp Educational Program

Objectives.—The educational program "seeks to eliminate illiteracy; eliminate deficiencies in school subjects; give instruction in camp work and jobs; give vocational training; give general education; provide training in health, first aid, and safety; provide character and citizenship training; and assist students in finding employment."

Administration.—The CCC is under the administration of a Director. The funds appropriated by the Congress for the operation of the CCC are allotted by the Director to the War Department, Department of the Interior, Department of Agriculture, and other agencies assisting in the work of the corps. Under the general supervision of the Director, the War Department is responsible for the administration and supply of the CCC in continental United States. The major policies of the program are developed by the Director with his Advisory Council, representing the four principal agencies carrying on CCC activities.

The Office of Education, through the Commissioner of Education, acts in an advisory capacity to the War Department on all matters affecting the educational program of the CCC. The Commissioner is assisted in the preparation of plans and policies by an advisory committee which includes two representatives of the Director of the CCC and one each from the Departments of Agriculture, Interior, and War. The Commissioner is also

charged with the selection and appointment of camp educational advisers.

The Office of the CCC Camp Education operates as a division of the United States Office of Education. The Director of CCC Camp Education is Howard W. Oxley.

Administrative divisions.—The CCC is divided into nine corps areas corresponding to those in the Army. In charge of these nine corps areas are the corps area commanders who are responsible directly to the Adjutant General for carrying out the educational program. Advising these officers on the professional aspects of the program are the corresponding nine corps area educational advisers.

Next are the 44 district areas under the command of a district commander with a corresponding number of district educational advisers; then the 1,500 camps with their camp or company commanders, and the corresponding number of camp educational advisers, the technical service personnel, WPA, NYA, regular school teachers, and others. A camp is a unit of about 200 men.

Selection of enrollees.—The local departments of public welfare certify applicants for enrollment. The War Department physicians give the physical examinations, and enroll those physically qualified. Eligible for enrollment are unemployed, unmarried men between the ages of 17 and 23. War veterans, totaling approximately 27,000, are not restricted as to age or as to marriage.

Compensation.—The enrollees in camps receive a cash allowance of \$30 a month. Ten percent of the total number of enrollees who may be designated assistant leaders receive \$36 a month, and an additional 6 percent who may be designated as leaders receive \$45 a month. At least \$22 of the \$30 paid to the enrollee must go to his dependents for support. If he has no dependents the amount is held on deposit for him until he is discharged.

Enrollments.—The peak enrollment in CCC camps for the year 1933-34 was in July 1933, with 293,582 in a total of 1,511 camps. The peak enrollment for the year 1935-36 was in August 1935,

with 505,782 men in a total of 2,652 camps. In 1939-40 the peak enrollment for the year was in January 1940, with 291,246 in a total of 1,500 camps. This reduction was due to the fact that according to law the number of camps had to be reduced to 1,500.

Counseling.—Before enrollees enter upon a program of work and study they are advised by the camp committees on education. These committees have given especial attention to guidance programs. There are six steps included under guidance, namely, "orientation, counseling, assignment, evaluation, placement, and follow-up."

The Camp Curriculum

The CCC camp educational program is moving rapidly toward a basic minimum curriculum. This curriculum includes academic and vocational training.

A. Academic training.—The range of the academic program extends from literacy training to subjects on the college level. It will be of interest to observe that 37 percent of the enrolled men are taking academic subjects of some sort.

Attention is called to the curriculum on the elementary level. This curriculum is based on six Camp Life Readers and Workbooks and six Camp Life Arithmetics and Workbooks. The Camp Life Readers consist of an integrated course of study in which the student learns to read and at the same time gains a knowledge of spelling, grammar, and writing. The Camp Life Arithmetic and Workbook series is arranged so as to integrate mathematics, geography, science, and economic problems as well.

B. Vocational education.—(1) *Job training.*—Upon entering camp, an enrollee is given a work assignment which may take the form of an individual job or part of a work project. In a number of cases, the work assignment affords basic training that will qualify the enrollee for one or more related standard occupations. This work, when supplemented by leisure-time vocational training, qualifies enrollees for 181 standard occupations. In general, these jobs and projects have a carry-over from 1 to 15

standard occupations with an average of about 5. At the end of December 1940, 180,548 enrollees were participating in job-training activities.

(2) *Vocational training.*—The camps offer vocational training in such fields as: *Commercial subjects*—bookkeeping, business mathematics, business management, typing, office practice, and shorthand; *electrical subjects*—electricity, house wiring, and radio service; *building trades and construction*—carpentry, masonry, and cabinetmaking; *national resources*—agriculture, soil conservation, and forestry; *mechanics*—auto mechanics, blacksmithing, and welding; *distributive service*—retail merchandising; *professional*—surveying and drafting.

C. Avocational activities.—The informal activities occupy an important part of the enrollee's program. These include participation in such means of self-expression as music, dramatics, arts, and crafts. Through these activities, enrollees discover aptitudes hitherto hidden or overlooked. The largest proportion of these men participate in arts and crafts. Next of interest is music and following that, dramatics.

Recognition of work.—The cooperation of 41 State departments of education and the District of Columbia, as well as local schools, has been obtained for the recognition of camp-school work.

Personnel

Camp educational advisers.—Of great importance is the work of the camp educational adviser. During the past year the number of these on duty approximated 1,500, corresponding to the number of camps. Advisers must be graduates of recognized colleges and must have taught at least 2 years or have spent 2 years in graduate study. It has been found desirable to give these men special training through conferences held yearly on a district basis. The conferences are usually held at State universities, where the advisers have the benefit of the contacts with college faculties.

Teaching force.—The total number of teachers engaged at the CCC camps as of January 1940 was nearly 27,000. Provision has been made for strength-

ening the teaching force through courses designed for improving techniques. These courses are available to enrollees.

Types of Camps

There has been developed during the past few years a definite trend in the CCC toward the classification of camps according to the types of work experience and training opportunities which they can best provide to enrollees. Another trend is the selection of enrollees and their assignment to these camps for such training.

Programs of this kind have been established in such widely different fields as agriculture, short-wave radio operation, aircraft mechanics, machine-shop work, and college training. Selection of enrollees for such training is carried on through cooperation between CCC selecting agents, the camp officials, and in some cases, the employment service of a State.

An important phase of the educational program relates to the 26,000 or more veterans located in 136 veterans' camps.

Research

Many of the educational problems connected with this comprehensive educational system are new and complex. Consequently the Director of CCC Camp Education has inaugurated a number of research studies with the assistance of professional leaders and graduate students and there already has been gained valuable information of such nature as to strengthen the work of the camp program.

But Do It Better!

"When I am asked by the many organizations and individuals who come to me or write daily, 'What can we do for defense?' I have one answer always ready," says Commissioner Harriet Elliott, of the National Defense Advisory Commission. "To every organization which is doing a job that contributes to the well-being of our people, the soundness of our economy, and the effectiveness of our democracy, I can say, 'The first and most important thing which you can do for defense is to go on with what you are doing—only do it better than ever before.'"



EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

Child Training

Child Care and Training, by Marion E. Faegre and John E. Anderson. Fifth edition revised. Minneapolis, The University of Minnesota Press, 1940. 320 p. illus. \$2.50.

A new edition brought up to date with recent findings of science; a guide for parents, a handbook for group discussion and a manual for use in schools and colleges.

Physical Education

Physical Education in the Secondary School. Prepared by Laurentine B. Collins, Rosalind Cassidy, with the collaboration of Charles C. Cowell, Hilda C. Kozman, Herbert R. Stolz, and participants in summer workshops of the Progressive Education Association. New York, Committee on Workshops, Progressive Education Association, 1940. 120 p. \$1.

Contents: Part A. A point of view basic to the consideration of physical education in the secondary school. Part B. Implications for the redirection of physical education. Part C. Problems in physical education which demand critical and careful study.

Geographic News Bulletin

The National Geographic Society of Washington, D. C., announces that publication of its illustrated Geographic News Bulletin for teachers for 1940-41 is continuing.

The bulletins are issued as a service by the National Geographic Society as a part of its program to diffuse geographic information. Each application should be accompanied by 25 cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription.

Units in Modern Problems

Building America; a series of pictorial unit studies on modern American problems designed primarily for high-school students. New York, 1940. Single subscription for the current year (eight units). \$2.

Building America is a cooperative nonprofit project of the Society for Curriculum Study. The first unit of the current year, "We Americans," discusses the problem of immigration. Requests for the list of 41 already published units and those to be issued in 1940-41 with schedule of prices should be addressed to Americana Corporation, 2 West Forty-fifth Street, New York City.

Propaganda Analysis

Propaganda Analysis; an annotated bibliography, by Edgar Dale and Norma Vernon. Columbus, Ohio, Bureau of Educational Research, The Ohio State University, 1940.

29 p. 25 cents. (From Publications Office, Journalism Building, Ohio State University, Columbus.)

Lists 65 items with annotations, presented in a form which suggests effective methods used by teachers and experts in the field.

Democracy and Education

Democracy and Education in the Current Crisis, by the Faculty of Teachers College, Columbia University. New York, Bureau of Publications, Teachers College, Columbia University, 1940. 13 p. Copies in quantities, \$1.80 per 100. Single copy free.

Emphasizes the need for a clearer understanding of our democracy and its implications and for a greater devotion to it.

SUSAN O. FUTTERER.



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the United States Office of Education on inter-library loan follows:

ABERNETHY, THOMAS J. An experimental study of homogeneous grouping on the basis of intelligence quotients. Doctor's, 1940. Boston University. 284 p. ms.

ADAMS, HENRY A. Criteria for the establishment of public junior colleges in Kentucky. Doctor's, 1940. University of Kentucky. 156 p.

AFFLERBACH, COLVIN E. State supervision relative to the transportation of school children in Delaware. Doctor's, 1939. New York University. 106 p. ms.

ASGIS, ALFRED J. Principles underlying the social and professional background in the education of dentists and teachers of dentistry. Doctor's 1939. New York University. 400 p. ms.

CHRISTOPHERSON, OSCAR N. A visual and sight conservation survey in reference to lighting in the Cavalier public schools. Master's, 1939. University of North Dakota. 104 p. ms.

EMERT, DOROTHY J. Factors in the personality and environment of the college woman related to her participation in extracurricular activities. Master's, 1940. Syracuse University. 113 p. ms.

FANNING, EDMUND K. Administration of promotion in the 3-year junior high school: a study of common practices in Massachusetts. Master's, 1940. Boston University. 105 p. ms.

FRASER, THOMAS A. Follow-up of noncollege going graduates of commercial, general, and college preparatory curricular in two Jersey City high schools. Doctor's, 1939. New York University. 250 p. ms.

FULLER, EDGAR. Tort liability of school districts in the United States. Doctor's, 1940. Harvard University. 331 p. ms.

GANS, ROMA. A study of critical reading comprehension in the intermediate grades. Doctor's, 1940. Teachers College, Columbia University. 135 p.

GOGGANS, SADIE. Units of work and centers of interest in the organization of the elementary

school curriculum. Doctor's, 1940. Teachers College, Columbia University. 140 p.

GROUT, PAUL A. Trends in scholastics, enrollment, average daily attendance, and age-grade distribution of Spanish-American pupils in Lyford, Tex., public schools, 1933-38. Master's, 1938. Texas College of Arts and Industries. 66 p. ms.

HEADINGTON, L. H. A study of the duties of company commanders, educational advisers, and project superintendents in the Civilian Conservation Corps of West Virginia. Master's, 1938. Ohio State University. 195 p. ms.

HENINBURG, ALPHONSE. The teacher in the Negro college. Doctor's, 1939. New York University. 133 p. ms.

LUND, JOHN. An inquiry into the qualifications of 369 selected applicants for high-school teaching positions. Doctor's, 1938. Yale University. 239 p. ms.

MASON, CARLTON D. Adaptations of instruction to individual differences in the preparation of teachers in normal schools and teachers colleges. Doctor's, 1940. Teachers College, Columbia University. 279 p.

MESERVE, GEORGE H., Jr. The radio as an effective means of adult civic education. Master's, 1940. Boston University. 101 p. ms.

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RUTH A. GRAY

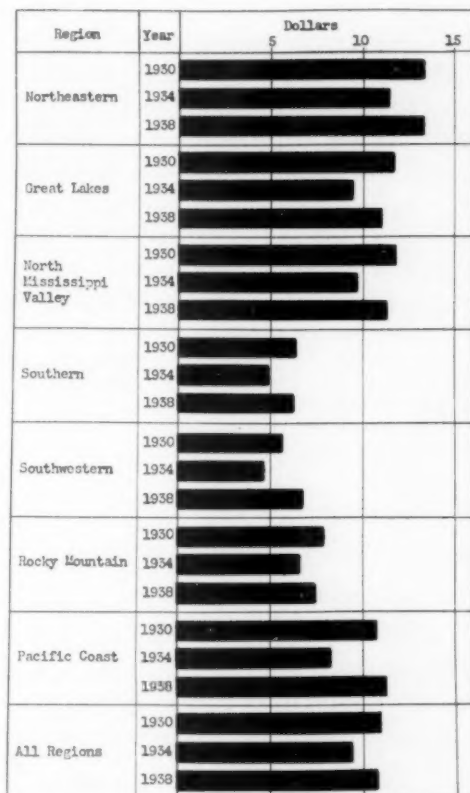
Cost Data for Physical Plant Operation in Large City School Systems

by Lester B. Herlihy, Associate Specialist in Educational Statistics

★★★ The operation of the physical plant in the school system of cities with populations of 100,000 to 999,999 accounts for an expenditure second only in amount to that expended for the instructional function. The six major functions into which the current expense account for school systems has been classified are: (1) General control, (2) instruction, (3) operation of plant, (4) maintenance of plant, (5) coordinate activities and auxiliary agencies, and (6) fixed charges. Instruction takes an average of 77.7 percent, and the operation of the physical plant an average of 9.2 percent of the total amount expended for all six items. The remaining 13.1 percent is distributed between the other four items with maintenance taking 4 percent, general control 3.1 percent, coordinate activities 2.3 percent, and fixed charges 3.7 percent.

Of the two tables accompanying this study, the first summarizes cost data by totals for these large cities according to regions and by types of public-school organization for the 1937-38 school year; the second table summarizes the expenditure for the 1937-38 school year by totals for the various regions of the Nation, and by subdivisions of the operation cost. The data used are based upon 73 city school systems which reported in sufficient detail the expenditures for the operation. There are 86 cities with populations of 100,000 to 999,999; thus the number used is an 85 percent sampling of the total.

Cities of a million population and more, of which there are five in the United States, have been omitted. This was done in order to avoid the possibility of computations for per pupil expenditures for the relatively smaller cities being distorted, or unduly affected, by the inclusion of the greater



Per-pupil expenditures for the operation of the physical plant in public-school systems in cities with populations from 100,000 to 999,999, 1930-1934-1938.

weight in expenditures for the larger cities.

The number of pupils in average daily attendance is the unit used in computing the expenditure per pupil. Both average daily attendance figures and the expenditure figures are taken from the reports made to this Office by city school systems for the Biennial Survey of Education in the United States.

Expenditures per Pupil

Table 1 presents the data for per pupil expenditure for the operation of the school plant by types of schools in 1937-38. The elementary school organization for each region shows the

smallest per pupil expenditure as compared to the other types of schools. The vocational and trade high schools expended the greatest amount per pupil for each region. The average expenditure of the elementary school for all regions combined was \$9.46 per pupil. This amount was \$2.38 per pupil, or 25 percent less than that expended for junior high schools; \$2.77, or about 30 percent less than that expended for senior high schools; \$3.09, or 32 percent less than that expended for junior-senior high schools; \$2.89 per pupil less than that expended for regular 4-year high schools; and less by more than 100 percent of the per pupil expenditure made by the vocational and trade high school.

Comparing the total for all regions combined, the expenditure per pupil for the various types of high schools (senior, junior-senior, and regular 4-year) reveals but slight variation in the amounts; although within some regions, such for example, as the North Mississippi Valley, the Southern, the Southwestern, and even the Pacific Coast, the expenditure per pupil varies widely in amount between the three types of high school. The most marked difference is in the Southern region where the senior high school expenditure of \$9.81 is 80 percent greater per pupil than that of \$5.47 shown for the regular 4-year high school of the same region. The Southwestern region has a similarly wide variation of \$3.51 per pupil between the senior high school and the 4-year regular high school.

Comparison of Expenditure by Regions

Reflecting the effect of climatic conditions, the regional comparisons reveal differences in the average amounts of expenditure as high as 110 percent, or \$6.91 per pupil between the \$13.20 total in the Northeast region and the \$6.29

total in the Southern region. These two regions represent the highest and the lowest average cost for each of the six different types of schools used in this study, except in the case of senior high schools for which the lowest cost occurred in the Rocky Mountain region. The Northeast region expended \$6.58, or 122 percent more for the operation of its elementary school physical plant than did the Southern region; \$6.39 per pupil, or 81 percent more for its junior high schools; about 100 percent more for the senior high; 105 percent more for the junior-senior; 176 percent more for its regular 4-year high schools; and 24 percent, or \$4.51 per pupil more for the vocational and trade high school organization than did the regions with the lowest per pupil expenditure.

The Great Lakes, North Mississippi Valley, and Pacific Coast regions, each of which is subject to conditions and problems of physical plant operation similar to those of the Northeast region, also have expenditures per pupil much higher, in fact almost double in amount, than the ones reported for the Southern, Southwestern, and Rocky Mountain regions. Less severe winters and consequently smaller fuel bills, plus lower wage and salary schedules of these three regions when compared with the more northerly regions account for the differences shown. The Rocky Mountain region contains only two cities in this population group of 100,000 to 999,999 and both cities are located in the more southerly section of the region where winters are cold

but relatively not long as compared to those in New England, or the Great Lakes region.

Comparison of Expenditure for Subitems

Table 2 in its distribution of the total expenditure for this major item by subaccounts, e. g., wages, supplies, utility costs, and miscellaneous expenses for operation reveals the wide variations in amounts expended for these subitems as compared for the different regions.

The graph illustrates the course followed by the expenditure per pupil in each region, and for the country as a whole in these large city school systems for the three school years ending in 1930, 1934, and 1938. These are the three periods which serve to mark the variations in expenditures by the public-school systems during the past 8 years of unsettled economic conditions. The data comparable to 1938 for 1930, 1934, and also 1936 may be found in the April 1939 issue of *SCHOOL LIFE*.



Securing Teaching Positions

(Concluded from page 101)

6. State teachers' associations' bureaus.
7. Visits to higher institutions to observe practice teachers.
8. Lists from higher institutions of candidates available.
9. Visits to higher institutions to interview department heads.
10. City teacher-training schools.

TABLE 2.—Average annual salary of instructional staff of public schools, by States, 1937-38¹

New York	\$2,322
California	2,201
Massachusetts	2,009
New Jersey	2,006
Connecticut	1,862
Rhode Island	1,756
Washington	1,746
Delaware	1,623
Illinois	1,608
Pennsylvania	1,593
Michigan	1,586
Maryland	1,564
Arizona	1,535
Ohio	1,506
Nevada	1,465

¹ From 1937-38 reports of State departments of education to the U. S. Office of Education.

TABLE 1.—Average total expenditure per pupil by public-school systems in cities of 100,000 to 999,999 population for operation of the physical plant in the various types of organization, 1937-38

Regions ¹	Per-pupil expenditure in—													
	Elementary schools		Junior high schools		Senior high schools		Junior-senior high schools		Regular 4-year high schools		Vocational and trade		All types	
	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount	Number of systems reporting	Amount	Amount	Amount
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Northeast	25	\$11.96	21	\$14.25	10	\$15.95	2	\$16.11	14	\$15.09	9	\$23.12	\$13.20	
Great Lakes	12	10.06	9	14.06	5	12.50	4	12.45	9	11.64	4	14.52	10.97	
North Mississippi Valley	9	9.60	7	13.22	6	13.23	1	16.36	5	14.85	4	20.73	11.25	
Southern ²	11	5.38	7	7.86	6	9.81	3	7.84	6	5.47	5	18.61	6.29	
Southwestern	6	5.87	5	7.91	4	9.28	1	7.99	2	5.77	3	18.83	6.65	
Rocky Mountain	2	6.24	1	8.09	1	7.99	0		1	10.87			7.41	
Pacific coast	8	10.74	7	11.70	5	13.56	4	11.77	5	10.40	4	22.04	11.20	
Total all regions	73	9.46	57	11.84	37	12.23	15	12.55	41	12.35	29	19.18	10.73	

¹ The following 28 States contain the cities with populations of 100,000 to 999,999 that comprise the several regions used in this table: 1. Northeast—Connecticut, Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island; 2. Great Lakes—Indiana, Michigan, Ohio, and Wisconsin; 3. North Mississippi Valley—Illinois, Kansas, Minnesota, and Missouri; 4. Southern—Alabama, Delaware, Georgia, Kentucky, Maryland, Tennessee, and Virginia; 5. Southwestern—Oklahoma and Texas; 6. Rocky Mountain—Colorado, and Utah; 7. Pacific coast—California, Oregon, and Washington.

² Excluding Washington, D. C.

TABLE 2.—Average expenditures per pupil by public-school systems in cities of 100,000 to 999,999 population for operation of the physical plant, 1937-38¹

Divisions of cost	Per-pupil expenditures for each region							
	North-east	Great Lakes	North Mississippi Valley	Southern	South-western	Rocky Mountain	Pacific coast	All regions
1	2	3	4	5	6	7	8	9
Wages of janitors, engineers, etc.	\$8.91	\$6.71	\$7.52	\$4.02	\$4.36	\$4.73	\$7.44	\$7.04
Supplies for janitors, engineers, etc.	.37	.36	.37	.21	.37	.30	.58	.38
Fuel, water, light, and power	3.61	3.40	3.13	1.81	1.78	2.04	2.61	2.96
Miscellaneous expense	.31	.50	.23	.25	.14	.34	.57	.35
Total	13.20	10.97	11.25	6.29	6.65	7.41	11.20	10.73

¹ Comparable data for the 1930, 1934, and 1936 school years appear in the April 1939 issue of *SCHOOL LIFE*, in the article entitled *Expenditures For School Plant Operation*.

Indiana.....	\$1,375
Utah.....	1,324
Wisconsin.....	1,307
Colorado.....	1,294
Oregon.....	1,286
New Hampshire.....	1,258
Minnesota.....	1,185
Missouri.....	1,134
West Virginia.....	1,096
New Mexico.....	1,090
Idaho.....	1,087
Montana.....	1,077
Wyoming.....	1,053
Oklahoma.....	1,027
Texas.....	1,013
Florida.....	1,003
Louisiana.....	982
Vermont.....	952
Iowa.....	932
Kansas.....	903
North Carolina.....	897
Virginia.....	864
Maine.....	860
Kentucky.....	835
Nebraska.....	813
South Dakota.....	752
South Carolina.....	734
Tennessee.....	726
Georgia.....	715
Alabama.....	707
North Dakota.....	684
Arkansas.....	571
Mississippi.....	479
UNITED STATES.....	1,374

Ranges in Teachers' Salaries

According to figures published in 1940 by the National Education Association there are wide variations in salaries in localities of different sizes. In the smallest cities, the average annual salary is about \$1,300 a year; in the largest cities, about \$2,450. In villages with less than 2,500 inhabitants, teachers are receiving approximately \$1,000 annually; in the open country, teachers in two-or-more teacher schools, average \$880 a year and teachers in one-teacher schools, about \$670.

In cities the average salary of junior high school teachers is 13 percent more than that of elementary school teachers; senior high school salaries average 22 percent more than those at the elementary school level.

The Index to SCHOOL LIFE, Volume XXV, October 1939 to July 1940, is now available. Requests for copies should be sent to SCHOOL LIFE, U. S. Office of Education, Washington, D. C.

The Flag



As a bit of interesting history, it is claimed that the first American flag ever to fly over a public schoolhouse in this Nation was flown over a log house at Calamont Hills, in Massachusetts in 1812. A tablet now marks the place where the schoolhouse stood.

Today the American flag, symbol of liberty, waves over practically every public-school building throughout the land. Scarcely a day goes by that the United States Office of Education does not receive from some of these schools or elsewhere, a question having to do with various uses of the flag. In order to endeavor to answer such questions for others as well as for those who write in to the Office, Carl A. Jessen, senior specialist in secondary education, will from time to time select an inquiry that has been received and give some pertinent information in reply to it. This month Mr. Jessen presents such information in regard to:

The Pledge to the Flag

Inquiries which come to the United States Office of Education from time to time indicate that the pledge to the flag is given in a number of different ways in the schools. These variations are natural and to be expected since there is no "one, official, and prescribed" way of giving the pledge to the flag.

The National Flag Conference of 1923, and the Second National Flag Conference the following year, adopted minor modifications in the original pledge which had been in use for many years previous to that time. The pledge thus modified is now universally used, but the method of rendering it varies.

The flag code as modified by the Second National Flag Conference contains the following suggestions regarding the salute when giving the pledge to the flag:

"Standing with the right hand over the heart, all the pupils repeat together the following pledge:

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

"At the words 'to the Flag,' the right hand is extended, palm upward, toward the flag, and this position is held to the end. After the words, 'justice for all,' the hand drops to the side."

One needs always to bear in mind that patriotism and loyalty to our country are not to be measured by form. Perhaps that is the reason that over the years no one official way of giving the pledge to the flag has been prescribed.

An alternative method of pledging allegiance to the flag is that followed in New York. The pledge is identical with the one described above except that the right-hand military salute is substituted for the extended-arm gesture.—*Prepared by Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, in cooperation with the United States Flag Association.*



Our Adventures With Children

III. SON IS DEFIANT

by Ellen C. Lombard, Associate Specialist in Parent Education

★★★ Yes, 9-year-old Robert was in trouble at school because, as he said, "the teacher had jumped on him and he would not stand for it." He finally left school in the middle of a morning session and defiantly refused to go back. Nothing that his parents could do seemed to break down his resistance.

Very much distressed and feeling unequal to meet the emergency successfully, the father sought the help of a teacher whose long experience with the problems of parents and their children had made her skillful in helping parents find solutions for some of them.

The father explained that his son was an only child and that he had great ambitions for the boy who was the last in line to carry the name. He expressed his own and his wife's inability to cope successfully with the situation.

This was not the first time the boy had been in trouble with his school teacher. Previously, however, matters had been smoothed over between the parents and the teacher instead of their facing the issue and solving the problem.

But now the boy had actually left school in a dramatic way, which evidently satisfied his ego, and had declared to his parents that he would never return and to the parents it seemed final.

Arrangements were made for Robert to spend regular periods with the special teacher who had at her disposal an excellent playground with modern equipment which proved to be very attractive to the boy.

Gradually he gave his confidence to the new teacher in a natural way. He said that the reason the former teacher "jumped on him was because he had copied his work from another boy's paper; that another boy had done the same thing, and the teacher saw him, but that she did not jump on the other boy."

Third in Series

SCHOOL LIFE recently announced a new series of articles under the general title, *Our Adventures With Children*. The article on this page is the third in this series. Each month an episode will be presented. Some of these will be related to problems of the school, others to those of the home, and still others will be concerned with the cooperation of home and school. Ellen C. Lombard, associate specialist in parent education, U. S. Office of Education, is developing the series.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively. It is significant, thought-provoking, and suggestive when actual situations are used as material for study and interpretation.

What comments or stories do you have to contribute?

Of his home life, he revealed that his parents were practically never at home for dinner because the position his father occupied required his presence at many functions; that the parents came home any time between 12 midnight and 2 a. m. and that the boy always sat up until they came home; that there was only a maid in the house; that he attended almost nightly all sorts of cheap motion-picture shows of the most lurid type. There seemed to be no one whose business it was to direct the boy's activities when he was out of school. It also developed that Robert was much impressed with the responsible position his father occupied and that he used his father's prestige to get what advantage he could from his school teachers.

It was not long before the special teacher came to an agreement with Robert, that the playground would be open

to him on Saturdays if he returned to school at once and adjusted the trouble with his school teacher to her satisfaction. There was little resistance in arranging the matter and he went back to school and continued to go for about 10 days without having any difficulties. At the end of this time his father called up the special teacher who had helped the boy to improve his attitudes and said that he had promised his wife to take her on a 2 weeks' vacation and what would the teacher think if they took Robert with them.

Children learn very early how to get into and hold the limelight in the home and elsewhere. Step by step they assume this attitude and that method in order to secure a dominant position in the family circle. Unconsciously, perhaps, parents fall into the habit of paying attention to this whim and that demand until their child dominates the whole family. But when he goes to school parents sometimes are rudely awakened because in school, children frequently encounter the first resistance to their tactics that worked so well at home.

This episode leads us to consider an important aspect of the discipline of boys. Fathers are often heard to say, "I leave the discipline and management of the children to their mother." It may be that a mother's discipline is adequate for a boy in early childhood, but if up to the boy's age of adolescence his father has failed to establish understanding and satisfactory relationships with his son how can the father meet an emergency with his boy and expect success?

Understanding, respect, and cooperation between fathers and sons are characteristics that thrive when fathers spend time with their sons all through the growing-up period. These characteristics are built out of good fellow-

ship; discussions of various issues and problems in which boys are interested; and above all upon the daily example of the parents and their adherence to high principles of living. Children absorb the character of those who surround them and it is indispensable to the success of a father with his son that satisfactory relationships be established and maintained continuously from earliest childhood. Such relationships are assets to fathers in the event of emergencies which are inescapable since they are common to every family.

The task of guiding boys and girls is a full-time one calling not only for consistent policies in discipline but also for knowledge of how personality grows, what parental companionship means in the development of children, and the part the home and family play in education and in creating stability and character.

Questions for Discussion

1. What are the major problems presented in this article?
2. What is your opinion of the method chosen by the father to meet the situation?
3. What would have been your method of procedure?
4. What do you think could have been done to improve the situation?
5. Would you have taken the boy from school?
6. What was the cause of the defiant attitude of the boy?
7. What part should the teacher take in the solution of this problem?
8. Should she have done anything more than "call him down"?

Books to Read

- GROVES, ERNEST R., SKINNER, EDNA L., and SWENSON, SADIE J. *The Family and its Relationships*. Philadelphia, J. B. Lippincott Co., 1932. Unit XII, Children in the home, p. 195-229.
- GRUENBERG, SIDONIE MATSNER. *We, the Parents*. New York, Harper and Brothers, 1939. 296 p. Ch. X, School and home, p. 232-250.
- SAIT, UNA BERNARD. *New Horizons for the Family*. New York, The Macmillan Co., 1938. 772 p. Ch. XXIII, Homemaking and the children, pp. 678-703.
- WILE, IRA S. *The Challenge of Adolescence*. New York, Greenberg, 1939. 484 p. Ch. X, Family influence, p. 209-261.

Recent Reports

The WPA announces the following recent reports of educational research projects. Copies if available may be secured from the sponsors of the projects, which are the issuing agencies except where otherwise indicated.

ARKANSAS STUDY OF INSURANCE COVERAGE STATISTICS ON PUBLIC SCHOOL PROPERTY. State Department of Education, Little Rock.

ANNOTATED BIBLIOGRAPHY ON VOCATIONAL GUIDANCE. Los Angeles City School District, Los Angeles, Calif.

THE PUPIL POPULATION OF BOULDER HIGH SCHOOL (Basic Curriculum and Guidance Study 1), School District 3, Boulder, Colo.

A STUDY OF STUDENT MORTALITY AND RELATED FACTORS IN THE COLLEGE OF LIBERAL ARTS OF THE UNIVERSITY OF LOUISVILLE FROM FEBRUARY 1932 TO SEPTEMBER 1938. University of Louisville, Louisville, Ky.

STUDENT PERSONNEL WORK IN THE UNIVERSITY OF MINNESOTA. University of Minnesota, St. Paul. (Burgess Publishing Co., Minneapolis.)

AN EDUCATIONAL PROGRAM FOR NEBRASKA. Nebraska State Planning Board, Lincoln.

THE YOUTH OF NEW YORK CITY. Welfare Council of New York City, New York City. (The Macmillan Co.)

REMEDIAL READING TECHNIQUES FOR THE CLASSROOM TEACHER. Board of Education, New York City.

PATHS TO MATURITY—FINDINGS OF THE NORTH CAROLINA YOUTH SURVEY, 1938-40. Co-operative Personnel Study, University of North Carolina, Chapel Hill.

BASIC TRENDS OF SOCIAL CHANGE IN SOUTH DAKOTA—VI. EDUCATION IN TRANSITION. (Bull. 338), Department of Rural Sociology, Agricultural Experiment Station, South Dakota State College of Agriculture and Mechanic Arts, Brookings.

YOUTH IN A RURAL INDUSTRIAL SITUATION—SPENCER-PENN COMMUNITY, HENRY COUNTY, VIRGINIA. (Va. Rural Youth Survey Rept. 2), Va. Agric. Exper. Sta., Va. Polytechnic Inst., Blacksburg, June 1940, 65 p.+photogs. (Allen D. Edwards.)

GENERAL MECHANICS. (Elementary Technol. Ser. 1), Fla. State Dept. Educ., Tallahassee, Sept. 1940, 72 p. (Paul Eddy, J. H. Kusner; Univ. Fla., Gainesville). An introduction to our machine age through applications of high-school science and mathematics in elementary technology.

A CHILD WELFARE PROBLEM—ORPHANED CHILDREN IN THE UNITED STATES. Office of Los Angeles Co. Supt. Sch., Los Angeles, Calif., Aug. 1940, 82 p., mimeo.

DIRECTORY OF COLLEGES, UNIVERSITIES, AND PROFESSIONAL SCHOOLS OFFERING TRAINING IN OCCUPATIONS CONCERNED WITH ART IN INDUSTRY. Inst. Women's Professional Re-

lations, Res. Headquarters, Conn. Coll., New London, 1940, 390 p., mimeo.

THE DICTIONARY OF OCCUPATIONAL TITLES AND CODES—SIMPLIFIED EXPLANATION. (Vocational Ser. 8), Res. & Guidance Sect., Los Angeles City Sch. District, Los Angeles, Calif., Aug. 1940, 37 p., mimeo.+chart (processed).

REPORT OF STATE-WIDE TESTING PROGRAM IN WASHINGTON, 1936 TO 1940. Univ. Wash., Seattle, 1940, 54 p. mimeo., hand-drawn charts.

READING SEQUENCE OF PRE-PRIMERS IN USE IN THE MINNEAPOLIS PUBLIC SCHOOLS. Div. Instruction, Minneapolis Pub. Sch., Minneapolis, Minn., Sept. 1940, 13 vol., mimeo.

BIBLIOGRAPHY ON LATIN AMERICA. Office of Los Angeles Co. Supt. Sch., Los Angeles, Calif., Sept. 1940, 20 p., mimeo. (Agnes Rice Weaver.) A list of materials useful for instruction purposes.



Committee on Rural Education

A rural school supervisory demonstration project in McDonough County, Ill., a rural community high-school project in Wisconsin, and a field service project for the cultural improvement of rural teachers in service, in Missouri, are activities launched by The Committee on Rural Education during the first year of its existence, according to announcement. The committee, which was organized about a year ago, has selected from among the many problems of rural education two main activities to which to devote its energies, according to the first annual report just issued. These two fields of activity are as follows: First, the growth and development of rural children and youth—physical, cultural, and spiritual—as achieved through school curriculum, techniques of teaching, and out-of-school experiences; and second, the promotion of better understanding by rural adults of the difficulties confronting rural schools, and ways and means by which these difficulties may be overcome.

The committee consists of nine members appointed by the American Country Life Association. Its headquarters are in Chicago, 600 South Michigan Avenue.



THE VOCATIONAL SUMMARY

by C. M. ARTHUR, *Research Specialist, Vocational Division*



This Credit Business

The use of credit in the payment of family and individual obligations is practically universal.

Gas, electric, telephone, water, and similar bills are settled on a monthly basis. In many instances, also, grocery, milk, fuel, and other bills are paid each month. A survey made in 1937 by the United States Department of Commerce revealed that about 91 percent of the household appliances, 92 percent of the lumber and building materials, 91 percent of the furniture, and 66 percent of the new automobiles sold in the United States are bought on an open account or installment basis. And the Department of Commerce study indicated further that about one-half of owner-occupied urban homes are mortgaged. Few families, moreover, are without charge accounts in one or more stores—grocery, clothing, department, or other stores.

With this in mind, the United States Office of Education in cooperation with the Farm Credit Administration has issued its Vocational Division Bulletin 206, *Credit Problems of Families*, which is intended to assist teachers in high-school home economics departments in guiding their students in an understanding of the place of credit in family financial management and in the solution of their own credit problems.

Copies of the Office of Education's new publication may be obtained at 20 cents each from the Superintendent of Documents, Government Printing Office, Washington, D. C.

A Wide Variety

The variety of topics which may be discussed in leader-training conferences for foremen, superintendents, personnel directors, and similar supervising officers, is illustrated in the report of such conferences held last winter in Houston, Tex., and Tulsa, Okla., for foremen and supervisors in the petroleum industry.

These conferences, which were conducted under the auspices of the American Petroleum Institute and were led by Frank Cushman, consultant in vocational education, United States Office of Education, considered such topics as the following: Causes of accidents, shop discipline, foreman's responsibility for his men while they are off the job, training under-studies, planning of work by foremen, employee promotions, handling employee complaints, analyzing job requirements, foreman's responsibility for planning employees' jobs, employee job interest, foreman's reports, employee morale, enforcement of safety measures, dissatisfied workers, harmony in field organization, training new employees, organizing a servicing crew, rating employees, supervisory training, selling a company to its

employees, and training-conference techniques.

Examples of the items that may be discussed under a particular topic will serve to illustrate the range possible in leader-training conferences.

Under the heading, "Foreman's responsibility for his men off the job," for instance, the Houston conference discussed the matter of dealing with the employee who is in debt because he is living beyond his income, because of illness in his family, or because of gambling.

Following were some of the things which the Tulsa conference members believed indicate that a worker is dissatisfied: The fact that his mind is not on his work, poor quality of work, tendency to "gripe," accidents in connection with his work, quantity of production, tendency to criticize officials of the company, spirit of antagonism toward foreman and others, and tardiness in getting to work. Alongside these evidences of dissatisfaction, also the conference listed the factors which contribute to job satisfaction on the part of the workers.

State boards for vocational education for Kansas, Oklahoma, and Texas cooperated in the Texas and Oklahoma conferences for the training of conference leaders for the petroleum industry.

Food Trades School

According to *Hotel Industry*, the modern grocery has on its shelves at least 5,000 items. What is of even greater interest, however, is the statement made by this publication that boys preparing for work in the grocery trade in the Food Trades Vocational High School of New York City learn about all of these various articles.

The foodstuffs found in the modern grocery are carefully studied, sampled, and analyzed as a part of the grocery-trade course. In order to familiarize the student with many different advertising techniques, innumerable window and shelf displays are set up in the school laboratory. By practice in operating the school store prospective grocery workers become thoroughly familiar with the fundamentals of merchandising, handling, storing, grading, displaying, and processing of groceries. "It is apparent," *Hotel Industry* declares, "that a boy so trained will be a worker; not only well equipped for a grocery, but for a steward department of a hotel or restaurant as well as a receiving and storeroom clerk."

More than 700 pupils are enrolled in food-trade courses in the Food Trades Vocational High School, *Hotel Industry* brings out. Courses of study include all phases of restaurant and cafeteria work, meat merchandising, baking, and the retailing of groceries, vegetables, and dairy products. Half of the

school day is spent by pupils in one of the school's modern, well-equipped shops; the other half is devoted to instruction in related and general subjects. Each student spends 3 hours of every school day on practical work and 3 hours on theoretical study and is expected to specialize in one of the various branches of the food trades.

Related subjects studied by those enrolled in the school include: Speech, mathematics, bookkeeping and accounting, applied science, social studies, industrial history, and economics. Science instruction includes a study of food preparations, elementary nutrition and dietetics, causes of food spoilage, scientific food preparation, machines and appliances, principles of refrigeration, and other biological and chemical processes related to food trades work.

It Must Go

Millions of bushels of grain are destroyed every year by black stem rust of wheat and other grains, according to the United States Department of Agriculture. This disease is carried by the barberry bush as its host plant.

Teachers of vocational agriculture can be especially helpful in assisting in the program of barberry eradication conducted each year under the supervision of the United States Department of Agriculture. This they can do by offering systematic instruction on the control of black stem rust in connection with the grain-growing enterprises included in the yearly teaching plan followed in vocational agriculture departments of rural high schools.

To assist teachers in giving such instruction the Office of Education has issued a revised edition of Vocational Division Leaflet No. 1, *Teaching the Control of Black Stem Rust of Small Grains in Vocational Agriculture Classes*.

This leaflet which was prepared by W. A. Ross, subject-matter specialist in agricultural education, Office of Education, with the assistance of W. L. Popham, in charge of barberry eradication, Bureau of Entomology and Plant Quarantine, United States Department of Agriculture, is intended to assist teachers of vocational agriculture in organizing subject-matter material for courses in the control of black stem rust.

The leaflet may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents a copy.

Henry County Luncheon

For Henry County, Ky., tourists, the luncheon they ate at the Pleasureville High School on the day of the annual Henry County Day may have been just a tasty and nourishing meal served by an attractive group

of local high-school girls. For the girls, however, it was an opportunity to get experience in connection with their homemaking course in the high school in planning a dinner for 40 people, purchasing the necessary supplies, preparing and serving the meal—yes, even washing the dishes and putting away leftovers.

The luncheon happened just at the right time—when the homemaking class was studying the “dinner unit.” In planning for the affair the home economics girls discussed luncheon dishes and decided which of these would be most appropriate for the occasion, keeping in mind the number to be served, the cost, the foods canned by class members in the fall, and other factors.

The class was divided into four groups and asked to formulate menus from the dishes discussed in class sessions. Four menus were placed on the blackboard and the final menu made from them. Class members then listed the things they would have to learn to make or prepare for the luncheon. For example, they had not previously had experience in making rolls, which the menu called for. They looked up, discussed, and selected recipes and worked them out in quantities for 40 persons.

A list was made of the things to be done the day before the luncheon and on the day of the luncheon. As far as possible, each girl or group of girls was allowed to select the jobs they thought they could do best. Table setting and serving were briefly reviewed. The girls who did the serving were selected by a vote of the class. Each girl knew the section of the table for which she was responsible. One girl remained in the dining room to call the attention of the others to any oversight on their part in the service.

Serving was thoroughly organized. And when the luncheon was over the girls removed the dishes from the table and dividing into groups, put the school home economics laboratory in order.

The Operating Sheet

The value of the “operating” sheet in planning instruction for evening classes in vocational agriculture is emphasized by Roy W. Roberts, teacher trainer in agricultural education, in a recent issue of the agricultural section of the *Arkansas Vocational Visitor*.

The operating sheet, as Mr. Roberts explains, is simply a statement of the procedure to be followed by the conference leader in conducting a class. To show how this device may be used and the type of matter that may be included in it, he presents an operating sheet used in teaching an evening class in one of the practice-teaching centers in Arkansas.

This operating sheet, which was used as a guide in giving instruction on the value of lespedeza as a pasture and hay crop, is set up under four headings, as follows: The situation, the approach, procedures and devices to use in conducting conferences, and summary.

With the operating sheet as a guide the teacher outlines the “situation” by calling

Henry Ohl

Henry Ohl, Jr., whose death occurred in Washington, D. C., October 16, 1940, had been a member of the Federal Advisory Board for Vocational Education since 1935.

Mr. Ohl's death came while he was in the Nation's Capital on two distinct missions—to attend a meeting of the Federal Advisory Board for Vocational Education and also to render service as member of a committee appointed by President William Green of the American Federation of Labor to assist in labor programs involved in national defense work.

Mr. Ohl was born in Milwaukee, Wis., in 1873 and was educated in the public schools of that city. At the age of 13 he began work as a printer. He served during different periods as secretary of the Allied Printing Trades Council of Milwaukee, as city clerk of Milwaukee, and in 1914 became an organizer for the American Federation of Labor and the Wisconsin State Federation of Labor. He was a member of the Wisconsin House of Representatives in 1917-18. At the time of his death he was president of the Wisconsin State Federation of Labor, to which office he was elected in 1917, as well as editor of the *Wisconsin Federation Bulletin* and of *Wisconsin Labor*.

Mr. Ohl was a member at various times of a number of groups created to serve public interests. During 1934 and 1935 he served as a member of the President's Advisory Council on Economic Security; was secretary to the Wisconsin Unemployment Relief Commission in 1931 and 1932; was a member of the Wisconsin Advisory Board on Unemployment Compensation, 1931-35, and of the Wisconsin Council on N. R. A. Employment Service from 1934 to 1940.

He was a valued member of the Federal Advisory Board on Vocational Education, whose function is to advise the United States Office of Education on problems pertaining to vocational education. He was appointed to the Board by President Roosevelt in 1935, and was reappointed for a 3-year term in 1938.

“As the representative of labor on the Federal Advisory Board for Vocational Education,” Dr. J. C. Wright, Assistant United States Commissioner for Vocational Education, said, “Mr. Ohl was untiring in his efforts to assist the Office of Education in keeping the federally aided program of vocational education carried on in the States in step with the training requirements of wage-earning groups.

“He brought to his membership on the advisory committee a knowledge of the training needs of the worker-groups which made his counsel and advice invaluable. In his passing, vocational education lost a loyal supporter and a trusted friend.”

attention to the growing importance of milk and beef production in the community and to the fact that some lespedeza seed was bought cooperatively last year by farmers in the community. He makes his “approach” to the lesson by reviewing the previous job studied by the class and eliciting information from class members concerning the crops they grow in their pastures, kind of hay grown on the farm, and the need for more hay and pasture, and by stating clearly the objectives of the job under discussion.

Following the suggestions for conducting a conference outlined in the operating sheet the instructor reviews the kinds of hay and pasture plants grown in the county, stresses the value of the lespedeza plant as a hay and pasture grass, finds out how many farmers are growing lespedeza, gets class members to pool their experiences in feeding and pasturing lespedeza and to suggest problems with which they have been confronted in raising it, discusses varieties and mixtures, and finds out the attitude of farmers toward cooperative purchase of seed.

Proceeding to the “summary” the instructor follows the clues contained in the operating sheet by summing up the important decisions growing out of the conference.

Frequently circumstances arise that necessitate changes in the details of the plan, Mr. Roberts suggests. The conference leader is expected to make these adjustments and at

the same time keep the objectives of the job before the members of the conference.

For Agriculture Teachers

Another in the series of leaflets prepared by the Agricultural Education Service of the United States Office of Education to assist vocational agriculture teachers in giving instruction in various farm jobs is now available for distribution. It is Leaflet No. 4, *Teaching the Grading of Feeder and Stocker Steers in Vocational Agriculture Classes*.

Many students of vocational agriculture and adult farmers, this leaflet brings out, include beef production as one of the enterprises in their farming programs. It is important that these students know how to select and buy feeder and stocker cattle wisely, according to grade, as well as how to produce and market such animals. With this in mind the new Office of Education leaflet includes: (1) Material illustrating the market classes and grades of feeder steers; (2) an analysis of the steps in the job; (3) certain interpretive science and related information of value in connection with the instruction; (4) a suggested teaching plan; and (5) a list of references for use in connection with the instruction offered.

Copies of this leaflet may be secured by writing to the U. S. Office of Education, Washington, D. C.



In Public Schools

Good Classroom Practice

"Continuing its service to the schools of the State," says a recent issue of the *Florida School Bulletin*, "the Florida Curriculum Laboratory plans to collect again this year illustrations of good practice carried on in elementary and secondary classrooms. During 1939-40 more than 100 elementary and secondary teachers contributed to a bulletin which was mimeographed and distributed at the Florida Education Association meeting last spring. Requests have been made that this service be continued. In order to broaden the extent of participation so that all fields will be represented, it is planned that two separate bulletins be issued for distribution at the 1941 State meeting of the association, one for the elementary and another for the secondary school."

Physical Activities

According to *The Department News*, a monthly publication issued by the department of public instruction of South Dakota, a bulletin entitled *Physical Activities for South Dakota Schools* is now ready for free distribution to the schools of that State.

The bulletin has been prepared by a committee appointed by the State superintendent of public instruction, in conjunction with the South Dakota Writers' Project, of the Work Projects Administration. It contains a short résumé of public health regulations, chapters on first aid and posture, but the major portion of the booklet is devoted to games suitable to the average school and playground.

Administrative Responsibility

The California State Department of Education has issued a *Directory of California Superintendents of Schools*, in which "the attempt has been made to express clearly the character and scope of the administrative responsibility of the several superintendents of schools and the nature of the local administrative units directed by them."

Awards Discontinued

A recent issue of *Public Education*, a bulletin published by the Department of Public Instruction of Pennsylvania, states that "the practice of annually

issuing perfect attendance certificates and seals was discontinued by the department at the completion of the last school year. This in no way implies that the department wishes to discourage perfect attendance. Local school districts may issue their own certificates and seals if they so desire.

"The change in policy is the result of certain undesirable features which have accompanied the issuance and which have already prompted many school districts to refrain from this

Convention Calendar

AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK. *Chicago, Ill., January 30-February 1.*

1. President, Arlien Johnson, University of Southern California, Los Angeles, Calif.; secretary, Marion Hathway, University of Pittsburgh, Pittsburgh, Pa.

ASSOCIATION OF AMERICAN COLLEGES. *Pasadena, Calif., January 9-10.*

President, Edward V. Stanford, Villanova College, Villanova, Pa.; secretary, Guy E. Snively, 19 West Forty-fourth Street, New York, N. Y.

COLLEGE ART ASSOCIATION, INC. *Chicago, Ill., January 29-31.*

President, Ulrich Middendorf, University of Chicago, Chicago, Ill.; secretary, Rensselaer W. Lee, 137 East Fifty-seventh Street, New York, N. Y.

PRESBYTERIAN COLLEGE UNION *Pasadena, Calif., January 6-7.*

President, H. L. McCrorey, Johnson C. Smith University, Charlotte, N. C.; secretary, H. M. Gage, Coe College, Cedar Rapids, Iowa.

practice. Many school children desiring to continue their records of perfect attendance remain in school when such act is detrimental to their own health. Likewise, attendance under such conditions subjects other children to the dangers of contagion. The issuance of awards unduly penalizes pupils absent for religious holidays which occur at such time as the public schools are in session."

Credit Courses

The Department of Public Instruction of North Carolina recently sent to county and city school superintendents a mimeographed circular containing suggestions for credit courses in health, physical education and safety. These suggestions were sent out in response to

a definite need for a change in the high-school curriculum, and are designed to meet the needs of rural as well as city schools. It is proposed that:

"1. Credit courses be given in health education; health and safety; health and physical education; or in health, physical education, and safety.

"2. A regular State allotted teacher be used to teach the courses provided certification conditions are met.

"3. The courses outlined for the tenth and eleventh grades be substituted for any course except English and history in the tenth grade and English in the eleventh grade.

"4. State adopted textbooks be secured from the State textbook commission on the rental plan just as textbooks in other subjects."

Speakers' Bureau

Connected with the public-school system of Detroit, Mich., is a speakers' bureau which is prepared to supply qualified speakers free of charge to groups in that city for talks on educational topics. "This service is offered in response to requests for speakers from groups which make it a practice to devote one or more meetings each year to the subject of education and to the public schools."

Pittsburgh Survey Report

The Report of the Survey of the Public Schools of Pittsburgh, Pa., made by the Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University, under the direction of Dr. George D. Strayer, was issued in October. The report covers every phase of the Pittsburgh public-school system—the curriculum, teaching, education for citizenship, pupil guidance, exceptional children, adult education, school administration, school buildings, and numerous other topics. The report should be of interest not only to the school officials, teachers, and citizens of Pittsburgh but also to school administrators, teachers, and citizens in other cities.

Use of School Buildings

According to *School Bulletin*, a publication issued by the Minneapolis (Minn.) public schools, "Under the co-ordinated program for the community use of the Minneapolis public-school buildings, which entered its second semester this fall, 4,000 persons are registered to date for activities con-

ducted at six principal centers. The coordinated program seeks to reduce the number of buildings used, and thus the board of education expense involved, with a minimum reduction in the facilities provided."

Bus Awards Issued

"At the close of the 1939-40 school year," according to a recent issue of *Missouri Schools*, "the State department of education of that State issued 1,575 bus-safety awards to those drivers of approved standard busses who had driven without an accident involving personal injury or property damage during that year. This was a small increase over the number issued in 1938-39."

Helpful Materials

The production of helpful materials for the elementary schools of Michigan will be the objective of a committee recently appointed by Dr. Eugene B. Elliott, superintendent of public instruction. The committee will function as a subcommittee of the curriculum steering committee.

W. S. DEFFENBAUGH



In Colleges

New Tests for Art Students

The first part of the Meier art tests, based upon research of Dr. Norman C. Meier, of the University of Iowa, are now available.

Designed to measure traits or factors in artistic aptitude, these tests are being assembled after 15 years of research. Two more parts are being prepared, the whole accomplished with funds from the Carnegie corporation.

Capacity for art judgment was found to be present in all old masters. In simple form, the art judgment test functions as the choice between two different treatments of the same material.

The person being tested will choose the more effective of two pictures, one a copy of an original and the other almost identical but with the addition or omission of significant details. Correct discrimination comprises good art judgment.

Purpose of the test series is to aid in the discovery of promising talent and to correct misdirected efforts. They also operate as a research instrument for the comparison of groups and surveys.

Part 2, now in preparation, deals with

creative imagination, while the third part will cover aspects of aesthetic perception. These tests will supersede the old Meier-Seashore art judgment test, a standard measure in the field for the past decade.

Spanish Gaining

Popular interest in the Nation's good-neighbor policy toward Latin-American republics is indicated in greatly increased enrollment in Spanish courses at a number of universities and colleges in the country.

Reporting on the increased enrollment in elementary courses at the University of Michigan, Hayward Keniston, chairman of the university's romance languages department, likens this growth of interest in the Spanish tongue to a similar growth during the World War, when commercial activity of United States firms in South and Central America was increasing rapidly and Americans foresaw opportunities to use the language in business.

It is believed that the present increase in the study of Spanish is due not so much to the commercial factor as to the greater realization of the importance of Latin America politically and culturally to the future of the United States.

Added impetus to this increased interest in Spanish is given by the policies of the Federal Government, by the activities of private philanthropical organizations, and by national magazines issuing editions in Spanish. All of these agencies are contributing greatly to better understanding between our southern neighbors and ourselves.

Corresponding decreases in the study of languages of those countries now involved in the European war have been noted throughout the country. Gains in enrollment in Spanish courses are almost offset by lowered enrollment in the other European languages.

Marriage Relations Course

The University of Michigan also reports for the fourth year a marriage relations course, open to senior and graduate students, which is being given by six noted authorities. Supplementary lectures on domestic problems, including family finance, child training, insurance, housing, investments, family recreation, and the law of domestic relations, follow the marriage relations course.

Time for Degrees Shortened

The University of Denver has reorganized its courses so that students may finish college in 3 years. This new plan

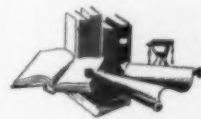
will thus enable students affected by conscription to obtain a bachelor of arts degree within 3 years. Previously, summer-school courses were planned primarily for persons not enrolled for normal three-quarter terms. In view of the possible complications through conscription, the university will put into effect a four-quarter plan of study to permit students to continue the normal course of their education and obtain a degree as soon as possible.

New Course in Ceramics

Pursuing its search for new industries, the University of Texas has added a course in ceramics to the department of chemistry. This should lead to the establishment of new industries manufacturing Texas tiles, china, and crystal glassware.

A survey of Texas soils conducted by the class taking this course has already revealed white clays in the Big Bend district of West Texas suitable for the manufacture of porcelain. Texas sands are being tested by the latest methods for use in the manufacture of crystal glasswares. To study the manufacturing processes, modern equipment—factories in miniature—are being set up at the university.

WALTON C. JOHN



In Libraries

Advantage Summarized

In *New York Libraries*, a publication of the University of the State of New York, the advantages of a library to a town are summarized as follows:

1. Completes its educational equipment, carrying on and giving permanent value to the work of the schools.
2. Gives the children of all classes a chance to know and love the best in literature. . . .
3. Minimizes the sale and reading of vicious literature in the community, thus promoting mental and moral health.
4. Effects a saving in money to every reader in the community. . . .
5. Adds to the material value of property. Real-estate agents in the suburbs of large cities never fail to advertise the presence of a library.
6. Appealing to all classes, sects, and degrees of intelligence, it is a strong unifying factor in the life of a town.

Statistical Report

The North Carolina State Department of Public Instruction has just is-

sued a school library statistical report for 1939-40. According to these data, there were 2,023,063 books in the 2,098 elementary and secondary schools reporting, an average of 963 books per school. The average annual circulation per pupil amounted to 12.24 volumes; the library expenditure per pupil was 40 cents. In these schools the number of teacher-librarians with some library training was 587.

Forty-one Percent

In its report on public library service for the fiscal year 1939, the Mississippi Library Commission announces that 41 percent of the State's population has library service. The library expenditures for those served amounts to 18 cents per capita. Of the total support, 65 percent of the funds came from local taxation, 19 percent from county taxation, and 16 percent from other sources.

Of the 69 Mississippi high schools accredited by the Southern Association, 47 reported a total of \$48,805 spent for library salaries during 1939-40 and 48 reported a total of \$5,337 spent for books.

Guiding to Occupations

At its East Fifty-eighth Street branch, the New York Public Library has assembled a collection of 600 books and several hundred pamphlets for the year-round task of guiding young persons to occupations in which they could earn a livelihood. Included among these publications are ones which give boys and girls a fair idea of the qualifications required for the different vocations and of the conditions prevailing in them. Biographies of men and women who have forged ahead in careers have been helpful to those trying to make the choice of an occupation. Books on how to get jobs have likewise proved valuable in aiding the young persons to analyze their own problems. Wide use is being made of the collection by teachers and vocational counselors.

Replies Summarized

What library books do St. Louisans read—why do they read these particular books? In order to obtain an answer to these questions, the librarian addressed a letter to a large number of the persons who borrowed books from the St. Louis Public Library on a typical day. The replies, which are summarized in the annual report of the library for 1939-40, showed that publications helping individuals to obtain jobs and to get ahead on their jobs were important inducements to reading.

Avocations such as flower gardening, care of pets, needlework, photography, and amateur acting proved to be another cause for the use of printed material. A sizeable group of readers came to the library to obtain books on "a satisfactory way of life as pertains to themselves and in relation to other people." The large group withdrawing books in the social sciences proved to be foreign-born seeking to prepare themselves for naturalization, and persons seeking facts on the international situation and on labor problems. Other factors bringing readers to the library were religion, science, biography, art, music, and travel.

Special Services

The Charlotte Public Library of North Carolina has just established a business information bureau to render special service to the industries and commercial concerns of the city. The collection contains business and trade periodicals, house organs, commercial directories, yearbooks, investment manuals, books and pamphlets on business practice.

RALPH M. DUNBAR

In Other Government Agencies



Bureau of Mines

Opening of a new mine-rescue station by the Bureau of Mines at Albany, N. Y., in cooperation with the New York State departments concerned with health and safety, will furnish mine, tunnel, and quarry workers and other employees in the mineral industries of New York and the New England States with instruction in first-aid and safety methods.

National Youth Administration

The First Supplemental Civil Functions Appropriation Act for 1941, carrying a fund of \$30,485,375 to be allocated among the States to expand employment for out-of-school unemployed youth, with increased emphasis on metal and mechanical work experience, was signed by the President on October 9, according to information received from NYA headquarters.

This act also appropriated \$7,500,000 directly to the United States Office of Education to be allocated through State departments of education to the public-school systems. The money is ear-

marked for classroom and off-the-job instruction and training of NYA workers.

Department of Agriculture

Approximately 29,000 prints of film strips, each containing from 30 to 60 still pictures, were distributed last year by the Department of Agriculture. Half of these were used by county extension agents and department field personnel, about 45 percent by school teachers, and the remaining 5 percent were used in CCC camps and by other groups. At the present time the Department of Agriculture has up-to-date film strips on about 350 different subjects.

Office of Indian Affairs

Reorganization of the Washington headquarters of the Office of Indian Affairs establishes five branches of service, namely, Administration, Planning and Development, Community Service, Indian Resources, and Engineering. The Community Service Branch will provide welfare services to Indian communities, such as school and health facilities, enforcement of law and order, relief, and other social services.

Department of the Interior

Museum exhibits arranged to give a comprehensive idea of the history, organization, and activities of the various bureaus and offices of the Department of the Interior occupying a complete wing of the first floor of the New Interior Department building, continue to interest thousands of visitors to Washington.

Included in the various displays are paintings of historic events, national park scenes; United States Office of Education, its development and services; Indian exhibits of the past and present; exhibits telling the story of the General Land Office and depicting the work of the Geological Survey, of the Bureau of Mines, and of the Bureau of Reclamation; exhibits relating to national eleemosynary institutions; and specimens of the handiwork of the natives of Puerto Rico, Hawaii, the Virgin Islands, and Alaska.

Lifelike dioramas dramatize such scenes as the great "Land rush" in Oklahoma in 1889, rescue work at a mine disaster, Navajo Indians at their daily tasks, and fur traders of the upper Missouri River.

Within three blocks of the White House, this museum is open from Monday through Saturday, from 9 a. m. to 4:30 p. m. Admission is free. For further information write to H. L. Raul, Curator of the Museum.

MARGARET F. RYAN